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ABSTRACT

Each of New Mexico's public higher education institutions was asked to provide information on their extended learning activities in 1994-95, their planned activities for 1995-96, their funding needs and priorities, and preliminary extended learning cost information. Twenty of 24 institutions were able to provide the requested information. For this survey, extended learning was defined as the full range of available and developing modes for bringing instruction to learners and includes all off-campus courses offered within New Mexico for resident academic credit by the postsecondary educational institutions. Seventeen institutions reported extended learning activities, offering a total of 983 courses to students (51 percent of whom were at the undergraduate level). Two-thirds of the courses were provided by four-year institutions. Ten institutions used technological delivery of instruction; 13 institutions sent faculty to remote sites; and six institutions did both. The number of extended learning courses increased 45 percent over 1993-94 and the courses were available in 71 communities, primarily through the growing statewide Extended Learning Initiative. To insure the development of coordinated and interconnected regional and statewide extended learning programs, it is imperative that the state of New Mexico provide adequate financial support. (JLS)

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Bringing the Campus to the Student

New Mexico's Extended Learning Initiative: A Status Report

Winter 1996

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New Mexico Commission on Higher Education
Santa Fe, New Mexico

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Bringing the Campus to the Student

New Mexico's Extended Learning Initiative: A Status Report

Winter 1996

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Bringing the Campus to the Student

New Mexico's Extended Learning Initiative: A Status Report

Executive Summary

One year ago the NM Commission on Higher Education (CHE) presented a proposal to the NM Legislature to support a statewide extended learning initiative. This request was the culmination of an in-depth investigation of existing extended learning activities and the exploration of options for encouraging the expansion of these activities at the postsecondary education level in New Mexico. The proposal met with success, and in 1995 the Legislature assigned the CHE the responsibility to coordinate the development of the statewide initiative and provide the Governor and Legislature an annual status report on this effort. This document is the CHE's initial annual report in response to this charge and provides the status of extended learning activities in public postsecondary education in New Mexico as of 1994-95.

Each of New Mexico's public higher education institutions was asked to provide information on their extended learning activities in 1994-95, their planned activities for 1995-96, their funding needs and priorities, and preliminary extended learning cost information. Twenty of 24 institutions were able to provide information requested by the Commission. Please note that for the purposes of this report, extended learning is defined as the full range of available and developing modes for *bringing instruction to learners*, and thus includes all off-campus courses offered within New Mexico for resident academic credit by the public postsecondary educational institutions.

Current New Mexico Public Higher Education Extended Learning Activities, 1994-95

- Seventeen institutions (71%) reported extended learning activities, providing a total of 983 extended learning courses. The greatest number of course offerings was reported by the University of New Mexico, Eastern New Mexico University, Western New Mexico University, and New Mexico Junior College.

- Ten institutions utilized the technological delivery of instruction, thirteen institutions sent faculty members to the remote site, and six institutions did both.

- The number of courses reported delivered via technology increased 45 percent over 1993-94. More than one-third of the total course offerings in 1994-95 were provided via technology, while the remaining two-thirds were provided by an on-site instructor.

- Off-campus higher education opportunities were available in 71 New Mexican communities. The communities with the greatest number of public postsecondary institutions offering extended learning instruction during 1994-95 were Albuquerque, Carlsbad and Santa Fe. The University of New Mexico and New Mexico State University also provided instruction that was available regionally and nationally via satellite broadcasts.

- Six of the 17 institutions reported that programs of study leading to certificates or degrees were available via extended learning services.

- Extended learning course offerings were available at every instructional level in 1994-95, with the greatest overall course availability in lower division courses (47%). Most of the course offerings from the four-year institutions were reported at the graduate level (52%).

- Of the 983 courses offered, approximately two-thirds were provided by four-year institutions, with the remaining third delivered by two-year institutions.

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- For public two-year colleges, the top academic area for extended learning courses was reported as General Academics (English, History, etc.), at 57 percent of the total course offerings. For public four-year colleges and universities, the top academic area was reported as Education, at 41 percent of the total course offerings.

- Seven colleges and universities reported using extended learning modes to provide concurrent high school instruction during 1994-95.

- Overall, student enrollments were reported as fairly balanced between the Fall and Spring semesters (40% versus 45%). The remaining enrollments (15%) were during Summer Session 1994.

- More than half of the total student enrollments in extended learning instruction were at the undergraduate level (51%).

Plans for Extended Learning Activities during 1995-96

- Sixteen (80%) of the twenty institutions responding to the CHE questionnaire reported plans to expand their level of extended learning activity for 1995-96. The remaining four respondents reported plans to maintain the existing level of educational services over the short-term.

- The most frequently reported planned expansion activity was to enhance the availability of curricular offerings and/or programs at remote locations.

- Half of the responding institutions reported plans to purchase and install new technologies and equipment to increase the institution's capacity to engage in off-campus instructional delivery.

- Four institutions reported that their expansion plans were due in part to the receipt of new non-state funding, such as federal or private grants.

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Extended Learning Funding Priorities

- Higher education institutional respondents reported that the highest funding priority for expanding extended learning is for the purchase of equipment and upgrading existing delivery systems and networks.

- The second highest funding need was reported as support to develop and produce new programs, courses, and related curricular development activities.

Preliminary Extended Learning Cost Information

- Overall, there is no consistent approach used by New Mexico's public postsecondary education institutions to determine the cost of extended learning instruction and supporting services. Some institutions are able to track their expenditures in detail, some can identify marginal costs attributable to extended learning activities, and some institutions do not separate instructional costs by delivery mode at all.

- In general, institutional respondents indicated that the current level of extended learning services is financially supported by the state and taxpayers, through the higher education funding formulae.

- Of those institutions providing extended learning instruction, nine (53%) reported passing an additional charge onto the remote student, as compared to on-campus tuition and fees. Three institutions reported charging the remote student a higher tuition and fee rate while six institutions reported utilizing a delivery fee surcharge for these courses.

Conclusions

- The statewide Extended Learning Initiative has made progress and while extended learning continues to be incorporated into New Mexico's system of higher education, more progress could be made.

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- Higher education institutions are committed to move forward with plans for technological expansion and program development in extended learning, but major advancements will require additional funding.

- The development of this initial report and preparing to distribute ELF awards has taken a great investment of effort by higher education institutions and this agency.

- In order to ensure the development of coordinated and interconnected regional and statewide extended learning programs. it is imperative that the State provide adequate financial support via the ELF.

- The CHE included the funding of the Extended Learning Fund (ELF), a key component of the statewide Extended Learning Initiative. as one of its top priorities in the 1996-97 Higher Education Funding Recommendations presented to the Governor and Legislature. A request to fund the ELF with $2 million for 1996-97 ($1 million in general fund monies and a $1 million capital request) was submitted by the Commission. Unfortunately, no legislative appropriations to the ELF resulted from the 1996 NM Legislative Session.

Bringing the Campus to the Student

New Mexico's Extended Learning Initiative: A Status Report

Introduction

In 1995 the New Mexico Legislature assigned the NM Commission on Higher Education (CHE) the responsibility to coordinate the role and participation of public postsecondary higher education institutions in the development and operation of extended learning programs. The intent of this 'Extended Learning Initiative' is to encourage the delivery of educational services to New Mexicans, rather than requiring them to relocate to a centralized campus in order to participate fully in higher education. One of the Commission's charges is to provide an annual report to the Legislature and the Governor on the status of these programs and make recommendations on the funding level for such projects for the upcoming year. An additional purpose of this annual report is to provide accountability for public funds and monitor the status of a developing statewide extended learning initiative to ensure access, efficiency, and coordinated efforts for the benefit of New Mexicans.

This initial report focuses on the following areas:

- ***Current activities***: What extended learning instructional services were available during 1994-95 and who was served?

- ***Plans for the future***: What extended learning activities are planned for academic year 1995-96?

- ***Funding recommendations and priorities***: If the Extended Learning Fund (ELF) receives an appropriation for 1996-97, what higher education institutional plans and priorities for extended learning services could be supported by the ELF?

- ***Preliminary cost information***: This report initiates an effort to develop better information about the revenue sources supporting extended learning activities, the costs to students

to participate in this type of educational opportunity and the actual costs for delivering instruction off-campus by various methods.

Background

After more than a year of investigating existing distance learning activities and exploring options for expanding the use of technology to deliver instruction, the CHE prepared a proposal to the NM Legislature to provide support for these activities. This effort was successful and Sections 21-2A-11 and 21-2A-12 (NMSA 1978, as amended) assigned the NM CHE the responsibility to coordinate resource sharing, collaboration, and standardization of public postsecondary extended learning activities between educational institutions. Specifically this legislation requires the following activities with regard to a statewide extended learning initiative:

1) working to ensure access, efficiency, coordination, and accountability in the development and operation of such programs;

2) making awards from the Extended Learning Fund for the purpose of establishing pilot extended learning programs that focus on

   a) creating and operating community-based learner centers,
   b) developing regional resources, and
   c) expanding the use of technology in instruction; and

3) reporting annually to the Legislature and the Governor on the status of extended learning programs and making recommendations on the funding level for such projects for the upcoming year.

The ELF has been created in the State Treasury, however its 1995 appropriation was line-item vetoed. Although the CHE included a request to fund the ELF with $2 million for 1996-97 as one of its top priorities in the 1996-97 Higher Education Funding Recommendations presented to the Governor and Legislature, no funds were appropriated for 1996-97. When funded, money in the

ELF will be appropriated to the NM CHE for the purpose of making awards to public schools and public postsecondary institutions to develop and operate extended learning programs throughout the state. The Commission is completing the development of a regulation setting out the procedure for application and award of the money in the fund.

Methodology

This document describes the status of extended learning activities, plans and priorities as reported by representatives from New Mexico's public postsecondary institutions. The information reported here is a compilation of responses received to a standard questionnaire, and the responses are assumed to represent that particular institution's point-of-view. Because only twenty of the state's 24 public higher education institutions were able to provide information for this initial report, and because some of the data was explicitly acknowledged as incomplete, care should be taken when utilizing this report. (Institutional addenda may be found in Appendix D.)

This year's questionnaire was developed with extensive consultation and input from institutional representatives. Members of the Academic Council and Chief Instructional Officers reviewed the proposed questions, addressing their usefulness and feasibility. Their contributions have been invaluable for this initial effort. An ongoing evolution of the annual report content and process is anticipated for future years.

Definition: *Extended learning*, as described in the CHE policy adopted in January 1995, includes the full range of available and developing modes for *bringing instruction to learners*. For the purposes of this report, extended learning instruction is defined as all off campus courses (including live instructor delivery, military base instruction, instructional television (ITV) instruction, computer conferencing, etc.) offered by public postsecondary institutions within New Mexico for resident academic credit. Extension, correspondence, homestudy courses, and non-credit continuing education offerings are not included by the Commission at this time.

Use of Academic Course Clusters: Higher education institutions reported their extended learning instructional activities on a course-by-course basis for the designated reporting period. In order to

summarize this information and make useful comparisons, these courses were categorized and grouped by the Commission's clusters of Classification of Instructional Programs (CIP) codes. These are the same category codes and clusters used in computing New Mexico's higher education instructional funding formulae.

Reporting Period: This report includes information from Summer Session 1994, Fall Semester 1994, and Spring Semester 1995.

1994-95 Institutional Extended Learning Activities: An Overview

Twenty of 24 public postsecondary institutions (83%) in New Mexico were able to provide information on extended learning activities in response to the Commission's request. Two institutions had no extended learning activities or plans to report and the remaining two did not respond to the CHE request. In order to obtain the most comprehensive information possible, each institution was asked to participate if they had any extended learning activities (either originating or receiving) during 1994-95, or had plans for such services in 1995-96 or 1996-97. Specifically requested were descriptions of institutional activities at the course level, complete academic programs, collaborative efforts, plans, and priorities for future efforts. Appendix A contains the specific information reported by each participating higher education institution. Appendix D includes institutional addenda that could not be incorporated into this compilation.

During 1994-95, 17 New Mexican public colleges and universities reported providing a total of 983 extended learning courses. Of these, ten institutions utilized technological delivery of instruction, thirteen institutions sent faculty members to the remote site, and six institutions did both. The greatest number of course offerings was reported by the University of New Mexico, Eastern New Mexico University, Western New Mexico University, and New Mexico Junior College. Table 1 displays this information for 1994-1995.

Extended learning instruction via technological delivery has significantly increased (45%) since the 1993-94 CHE report, when eight institutions reported using technology to deliver approximately 248 courses. Overall, technological delivery was utilized for more than one-third of the course offerings in 1994-95, while the remaining two-thirds were provided by an on-site instructor. Course offerings

using technological delivery modes were reported as increased during 1994-95 at Clovis Community College (up 17%), Eastern New Mexico University (up 64%), New Mexico State University (up 35%), and Santa Fe Community College (up 200%).

Table 1: 1994-95 Extended Learning Courses offered by New Mexico Public Postsecondary Institutions

Institution	*total courses*	*via technology*	*via on-site instructor*
Clovis Community College (CCC)	64	30	34
Eastern NM University (ENMU)	153	65	88
ENMU-Roswell (ENMU-R)	51	0	51
Luna Vocational Technical Institute (LVTI)	2	2	0
NM Highlands University (NMHU)	64	0	64
NM Institute Mining/Technology (NM Tech)	6	6	0
NM Junior College (NMJC)	106	75	31
NM State University (NMSU)	57	27	30
NMSU-Alamogordo (NMSU-A)	95	0	95
NMSU-Grants (NMSU-G)	47	0	47
Northern NM Community College (NNMCC)	2	0	2
San Juan College (SJC)	6	6	0
Santa Fe Community College (SFCC)	3	3	0
University of NM (UNM)	215	141	74
UNM-Los Alamos (UNM-LA)	1	0	1
UNM-Valencia (UNM-V)	3	0	3
Western NM University (WNMU)	108	5	103
Total	**983**	**360**	**623**
Percent		**37%**	**63%**

Four public postsecondary institutions reported new ventures into extended learning instruction during 1994-95:

- LVTI offered two health sciences courses to Santa Rosa utilizing technology during Spring Semester 1995.
- NMJC began delivering courses via technology during Fall Semester 1994 as part of the Lea County Education Consortium effort using a newly installed two-way interactive videoconferencing network.
- UNM-V began sending instructors to provide off-campus instruction to Moriarty during the Spring Semester 1995.

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- Western New Mexico University began utilizing videoconferencing technology to deliver instruction to Deming during Spring Semester 1995.

Figure 1 shows that these off-campus higher education opportunities were available in 71 New Mexico communities. Although not displayed here, UNM and NMSU also provided instruction that was available regionally and nationally via satellite broadcasts.

Within New Mexico, the communities with the greatest number of public postsecondary institutions offering extended learning instruction during 1994-95 were Albuquerque, Carlsbad and Santa Fe, each with four college or university providers (see Table 2). These instructional offerings were in addition to educational opportunities available from existing physical campuses located in these cities. For those communities without a local postsecondary campus, the towns of Artesia, Magdalena, Santa Rosa, and Truth or Consequences had the greatest number of higher education providers present during 1994-95, each with three different institutions delivering extended learning instruction.

Many of the 71 communities in New Mexico that received extended learning opportunities received instruction both via technology and from on-site instructors (41%). More than one-third (37%) obtained these services solely via technology, while the remaining 22 percent had on-site instruction only.

Figure 1

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Existing Extended Learning Infrastructure (1995)

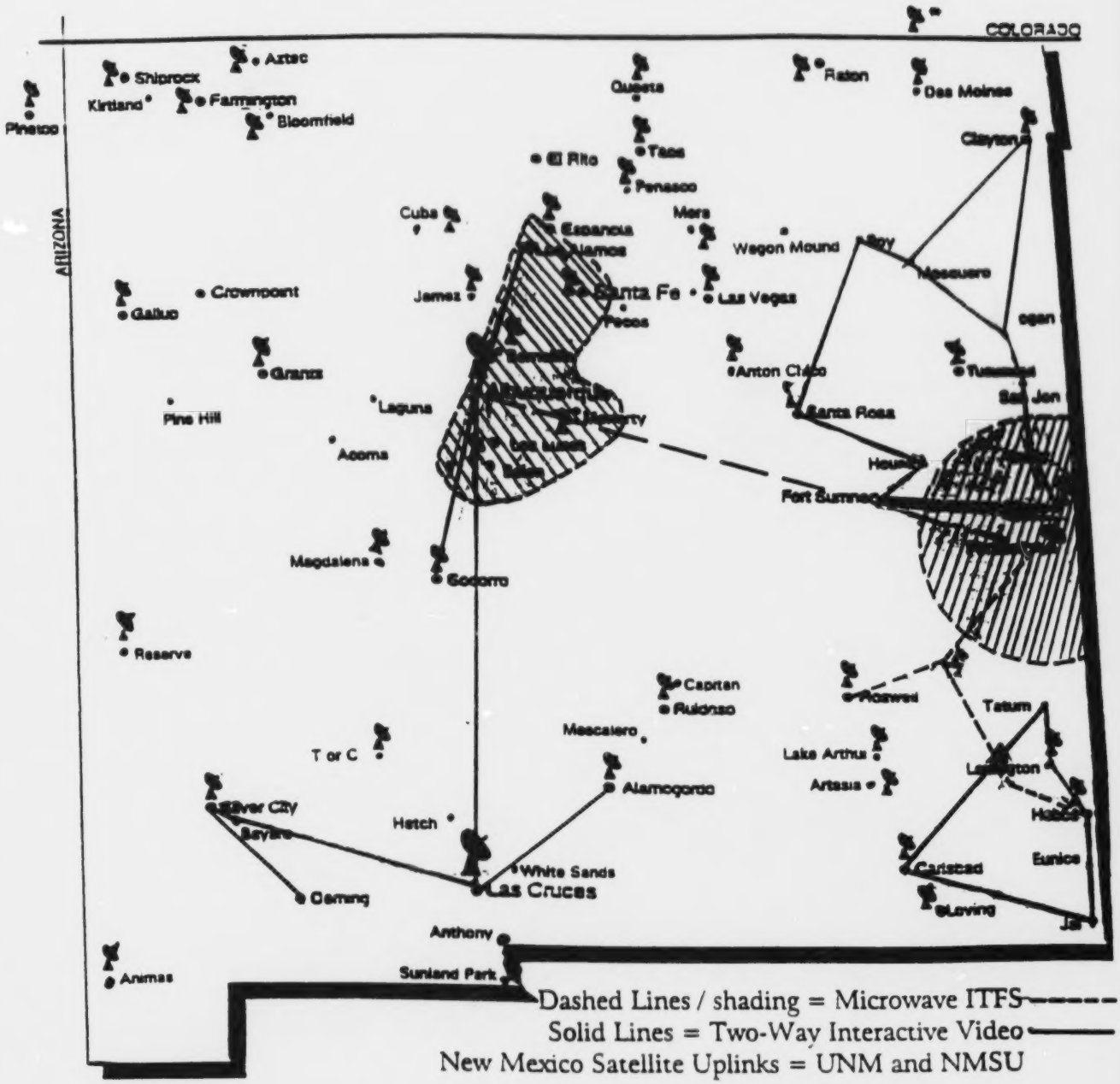

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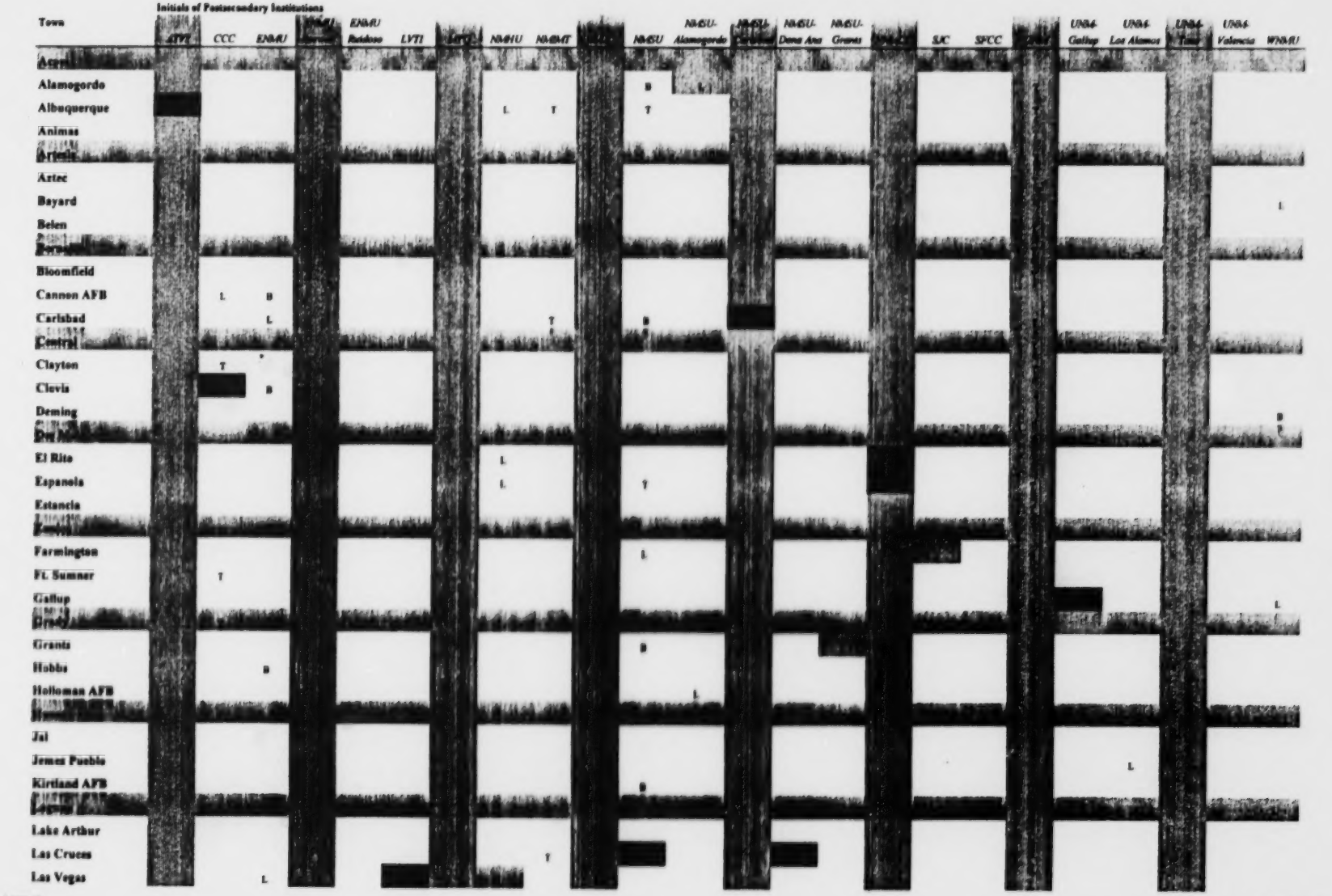
Table 2: New Mexico Communities Receiving Extended Learning (EL) Instruction, 1994-95



Legend:

L = Instructor On-Site
T = Technological Delivery
B = Both

Color denotes location of Campus
lt. gray=Additional Off-Campus Services
dark gray = No Additional Off-Campus Services

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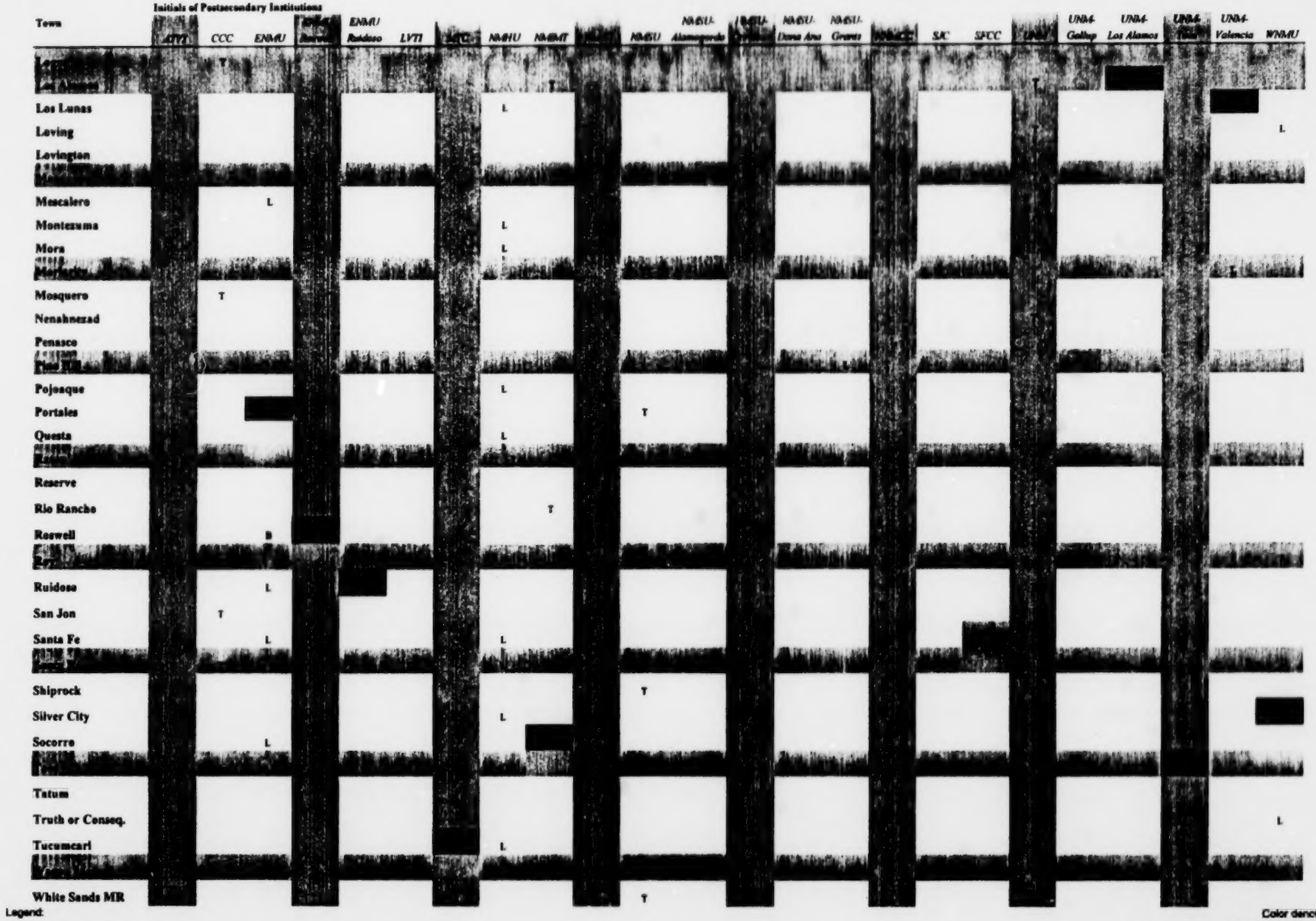
Table 2: New Mexico Communities Receiving Extended Learning (EL) Instruction, 1994-95



Legend:

L = Instructor On-Site
T = Technological Delivery
B = Both

Color denotes location of Campus
lt. gray=Additional Off-Campus Services
dark gray = No Additional Off-Campus Services

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Types of Extended Learning Academic Programs Available During 1994-95

Information about complete programs of study and complete degree and certificate programs available through extended learning efforts was specifically requested by the CHE. Six of the 17 institutions reported that programs of study leading to certificates or degrees were available via extended learning.

- ENMU provides Master's degrees in Business Administration and Communicative Disorders, and Bachelor's degrees in Business Administration, Nursing, and University Studies at a distance. While the bulk of instructional needs are met off-campus, remote students might be required to come to the main campus for clinical supervision and/or library research (department rules vary);

- NM Tech offers a Bachelor's degree completion program in Electrical Engineering through the Tech-Sandia program. Students need only come to main campus to make their degree project presentations, but can fulfill all other requirements remotely;

- NMSU offers various Master's degrees (e.g., Education, Engineering) via extended learning, depending upon the off-campus location. In Engineering, two Master's degrees are offered at Kirtland Air Force Base and students can take all courses locally, although they do need to come to the main campus for their oral exam. In Education, Master's degrees are available in Farmington and Carlsbad which, in some cases, can be completed totally remotely;

- NMSU-G reports that an Associate's degree in Secretarial Administration-Word Processing is available at Pine Hill and an undesignated Associate's degree is available at the NM Correctional Facilities in Grants;

- UNM has Master's degrees in Electrical Engineering and Nursing, and a Bachelor's degree completion program in Nursing, all totally available at a distance; and

- WNMU reports that various complete Master's degrees in Education and Counseling are available at the Gallup Graduate Center and that an Associate's degree for Licensed

Practical Nurses is available at Truth or Consequences.

Types of Extended Learning Courses Available During 1994-95

Course offerings were available at every level of instruction in 1994-95, with the greatest overall course availability in lower division courses:

Lower Division	(100-200 course numbers)	460 courses (47%)
Upper Division	(300-400 course numbers)	213 courses (22%)
Graduate Level	(500- above course numbers)	310 courses (31%)

Approximately two-thirds (603) of these courses were provided by four-year institutions, with the remaining third (380) were delivered by two-year institutions.

Four-Year Institutions

All six of New Mexico's four-year public higher education institutions provided extended learning instruction in 1994-95 and five of these utilized technological delivery modes. NMHU provided on-site instruction only. UNM and ENMU provided the greatest number of extended learning courses during this time period, with over 60 percent of the offerings from the four-year sector coming from one of these two institutions. Table 3 displays the academic areas of instruction provided by each of the four-year institutions.[1]

For public four-year colleges and universities, the top academic areas for extended learning courses were reported as:

Education	41%
Engineering	20%
Social Sciences	13%

Examination of the extended learning courses offered by all six baccalaureate-level institutions, by level of instruction, shows that most of these courses were available at the graduate level:

Lower Division	80 courses (13%)
Upper Division	213 courses (35%)
Graduate Level	310 courses (52%)

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[1] Individual extended learning courses were reported for 1994-95 by the four-year colleges and universities, and were then categorized by the Commission's clusters of Classification of Instructional Programs (CIP) codes.

With the exception of NMHU, most (80%) of this instruction was offered during the regular academic year, split fairly equally between the Fall and Spring semesters. Summer Session 1994 extended learning instruction was offered by all four-year public postsecondary institutions except NM Tech. NMHU reported that most of its extended learning offerings (47%) were available during this Summer session.

Table 3: Extended Learning (EL) Offerings by Academic Area for NM Public 4-Year Institutions, 1994-95

Four Year Academic Areas	Agriculture	Biology	Business	Education	Engineering	Fine Arts	Foreign Languages	Health Sciences	Letters	Mathematics	Physical Sciences	Social Sciences	Total EL Courses	Percent by Level	% of total EL Courses by Inst
Institution															
Eastern NM University	0	0	32	76	0	0	0	16	1	6	0	22	153		
Lower division				1								2	3	2%	
Upper division			25	31				7	1	5		14	83	54%	
Graduate			7	44				9		1		6	67	44%	25%
NM Highlands University	0	0	0	45	0	0	7	0	1	0	0	11	64		
Lower division							4						4	6%	
Upper division				1			2						3	5%	
Graduate				44			1		1			11	57	89%	11%
NM Inst. Mining/Technol.	0	1	0	0	3	0	0	0	0	1	1	0	6		
Lower division													0	0%	
Upper division		1			3								4	67%	
Graduate										1	1		2	33%	1%
NM State University	1	0	4	17	30	0	0	0	0	0	1	4	57		
Lower division					4						1		5	9%	
Upper division					1								1	2%	
Graduate	1		4	17	25							4	51	89%	9%
University of NM	0	2	4	52	90	4	3	11	14	24	2	9	215		
Lower division		1	1	1	4	3	3		12	3	1	9	38	18%	
Upper division			1	45	33	1		5	1	14			100	47%	
Graduate		1	2	6	53			6	1	7	1		77	36%	36%
Western NM University	0	0	0	57	0	2	11	1	1	5	0	31	108		
Lower division				3		1	11	1	1	5		8	30	28%	
Upper division				17		1						4	22	20%	
Graduate				37								19	56	52%	18%
Total EL Courses	1	4	49	247	123	8	21	28	17	38	4	77	603		
% of total by academic area	0%	0%	7%	41%	20%	1%	3%	5%	3%	6%	1%	13%			

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Two-Year Institutions

Extended learning instruction was offered by eleven of New Mexico's 18 two-year campuses (61%) and five of these reported utilizing technological delivery modes. NMJC and NMSU-A reported offering the greatest number of extended learning courses during 1994-95, accounting for over half of the offerings from the two-year sector. Table 4 displays the academic areas of instruction provided by each of the two-year institutions responding for this report.[2]

For public two-year colleges, the top academic areas for extended learning courses were reported as:

General Academics (English, History, etc.)	57%
Sciences/Office Occupations	19%
Business	10%

Most of this instruction (90%) was offered during the regular academic year, split fairly equally between the Fall and Spring semesters. Summer Session 1994 extended learning courses were offered by five two-year public postsecondary institutions: CCC, ENMU-R, NMSU-A, NMSU-G, and SFCC.

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2 As for the four-year institutions, individual extended learning courses were reported for 1994-95 by the two-year colleges and institutes and were then categorized by the Commission's clusters of Classification of Instructional Programs (CIP) codes.

Table 4: Extended Learning (EL) Offerings by Academic Area for NM Public 2-Year Institutions, 1994-95

Two Year Academic Areas Institution	Sciences/ Office Occupations	Business	General Academic	Fine Arts	Health Sciences	Develop. Studies	Trades/ Technician	Total EL courses	% of total EL courses by Inst.
Clovis Community College	6	7	49	1			1	64	17%
ENMU-Roswell	5	16	28	1			1	51	13%
Luna Voc-Tech Institute					2			2	1%
NM Junior College	15	1	75		3	3	9	106	28%
NMSU-Alamogordo	35	11	28	5		4	12	95	25%
NMSU-Grants	10	2	21	5		9		47	12%
Northern NM Comm Coll			2					2	1%
San Juan College			6					6	2%
Santa Fe Comm College			3					3	1%
UNM-Los Alamos			1					1	0%
UNM-Valencia	1		2					3	1%
Total EL Courses	**72**	**37**	**215**	**12**	**5**	**16**	**23**	**380**	
% of total by academic area	**19%**	**10%**	**57%**	**3%**	**1%**	**4%**	**6%**		

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Concurrent High School Courses

Seven colleges and universities reported using extended learning modes to provide instruction to concurrent high school students during 1994-95:

Table 5: 1994-95 Extended Learning Courses offered for Concurrent High School Enrollment from New Mexico Public Postsecondary Institutions

	Number	*% of Total*
Clovis Community College	10	16%
ENMU-Roswell	9	18%
NM Junior College	26	25%
NMSU-Alamogordo	7	7%
San Juan College	1	17%
UNM-Los Alamos	1	100%
UNM	1	N/A

Student Enrollments in Extended Learning Opportunities, 1994-95

Overall, student enrollments were reported as fairly balanced between the Fall and Spring semesters for 1994-95 (40% versus 45%). Most of the four-year higher education institutions had a slight tendency for higher Spring Semester total enrollments, while NMHU reported its highest extended learning student enrollments during Summer Session 1994 (44%).

Table 6 shows that more than half of the total student enrollments in extended learning instruction were at the undergraduate level.

Table 6: 1994-95 Total Student Enrollments in Extended Learning Courses by Student Level

Concurrent High School Enrollments	574	(4%)
Undergraduate Enrollments	6,918	(51%)
Graduate Enrollments	3,273	(24%)
Non-Degree Enrollments	2,815	(21%)
Total Student Enrollments	13,580	

Five institutions reported significant enrollments by non-degree students: ENMU-R, NMSU-A, NMSU-G, ENMU and UNM. These institutions tend to be in the vicinity of military installations or correctional facilities, which have transitory populations, and do

provide off-campus instructional services for them. This could explain their higher non-degree enrollments. At the two-year campuses such enrollments were all in lower division courses, while most of the non-degree enrollments at the two four-year institutions were in upper division and graduate courses.

New Mexico Commission on Higher Education Extended Learning Activities, 1994-95

In addition to implementing the new statewide Extended Learning Initiative responsibilities, during 1994-95 the CHE maintained an active role in other activities to support the expansion of extended learning opportunities in New Mexico.

1994-95 Systems Development Fund Awards: In September 1994 the CHE granted three distance education projects Systems Development Fund awards, totaling $147,100 for the 1994-95 academic year. Each project addressed at least one of a number of New Mexico's higher education policy concerns, including utilizing technology to expand access to higher education opportunities. The projects and their sponsoring postsecondary institutions were:

- ***Comprehensive Program & Service Delivery for Rural New Mexico Residents*** ($36,600) sponsored by CCC, NMSU-Dona Ana Branch Community College, ENMU, and NMSU;

- ***Training Faculty for the Interactive Television Classroom*** ($68,000) sponsored by NMJC; and

- ***UNM College of Education Collaborative Distance Learning Systems Development Project*** ($42,500) sponsored by UNM.

Funding Options: During 1995 the CHE reviewed the academic support and student services components of the higher education funding formulae and considered the impact of adopting changes to provide funding for these functions for extended learning instruction. Further Commission review of funding options will continue during 1996.

Coordination of Policy and Planning Efforts: The CHE's Extended Learning Initiative (ELI) Policy Group and the CHE's

Technical Standards Advisory Group were established in 1995 to assist the Commission identify annual extended learning objectives that encourage increased access to higher education from a statewide perspective.

Leadership: The Commission continued to take a leadership role for developing a shared vision in various collaborative statewide efforts and represents New Mexico in regional higher education efforts such as the Western Interstate Commission for Higher Education (WICHE) Joint Purchasing Initiative and WICHE Degree Brokering Project (see Appendix B).

Communication: The CHE continued its commitment to disseminate information about extended learning activities and issues to interested parties around the state. Communications methods include traditional means as well as maintaining the CHE electronic mail list.

1995-96 Plans for Extended Learning Activities

Public higher education institutions in New Mexico were asked to discuss any planned changes, whether be they enhancing or reducing educational services, anticipated for their extended learning activities for 1995-96. Of the twenty institutions responding to the CHE questionnaire, sixteen (80%) reported plans for expanding their level of involvement in extended learning over the coming year. The remaining four respondents reported that they plan to maintain their existing level of services for the short-term. No institution reported a planned reduction in extended learning instruction opportunities during 1995-96.

The most frequently reported expansion activity was to enhance the availability of curricular offerings and/or programs at remote locations. Nine of the 16 institutions reported plans in this area. The second most frequent response (reported by eight institutions) was the intention to purchase and install new technologies and equipment to increase the institution's capacity to engage in this type of off-campus instructional delivery.

Other plans to enhance extended learning instruction at New Mexico's public postsecondary institutions during 1995-96 included: the development of new partnerships and consortia, the development of new remote reception sites, institutional strategic planning and

reorganization initiatives, the creation of new origination facilities, and providing increased faculty incentives and training.

Four institutions (ENMU, NMSU-Dona Ana, NNMCC, and SFCC) reported that their expansion plans were due in part to the receipt of new non-state sources of funding, such as federal or private grants. Appendix A includes the descriptions of these new awards and initiatives for each of these institutions.

Funding Priorities and Recommendations

The NM Commission on Higher Education believes that increasing the use of alternative delivery modes in higher education courses and instructional programs has the potential to provide substantial benefits to individual citizens in New Mexico, as well as the state. A coordinated statewide extended learning initiative to link our colleges and universities with the public schools will facilitate the sharing of resources, promote efficiencies and reduce duplication, as well as reduce the need for new campuses and new construction on existing campuses. Thus the NM CHE included the funding of the ELF, a key component of the statewide Extended Learning Initiative, as one of its top priorities in the 1996-97 Higher Education Funding Recommendations presented to the Governor and Legislature. The CHE requested a total of $2 million for the ELF for 1996-97, including $1 million in general fund monies and a $1 million capital request. In addition, the Commission recommended adjusting the existing extended services funding formula to provide additional operating funds in support of extended learning instruction. Unfortunately, no appropriations were made by the 1996 NM Legislature to support any of these requests.

For this initial annual report, higher education institutional respondents reported that their highest funding priority, both in terms of the total number of responses and the number of top priority notations, is for the purchase of equipment and upgrading existing delivery systems and networks. The second highest funding need was reported as financial support to develop and produce new programs, courses, and related curricular development activities. Other funding needs included compensation for remote site facilitators and support services, new reception site development, linking to other higher education institutions, and faculty training.

New Mexico's public postsecondary education institutions were asked to provide specific examples describing how new state support

through the ELF might be utilized. If $2 million were appropriated to the ELF, the following are the examples provided of projects, with costs, that could be supported by the ELF.[3] (The examples below are grouped to illustrate projects addressing the three primary purposes of the fund, described earlier on page 2.)

- ***New Community Based Extended Learning Centers***

  Linking NMSU-Dona Ana with Hatch and White Sands via videoconferencing (leveraging federal funds) $188,000

  Additional community center collaboration (e.g., Raton or Truth or Consequences) with the UNM digital satellite system (equipment only - no facility or staff costs) $5,000

  Additional reception site (e.g., Ruidoso) for the Eastern NM University ITFS network $200,000

  Creating a new consortium of communities/schools based on the 1994 New Mexico Junior College/Lea County Distance Learning Consortium - videoconferencing seven sites (Eunice, Hobbs, Jal, Lovington, Tatum, College of the Southwest, NMJC) $1,000,000

- ***Developing and Expanding Regional Resources***

  Developing a new regional partnership between NM Highlands University, Luna Vocational Technical Institute and six local public schools (Las Vegas City, Las Vegas West, Mora, Pecos, Santa Rosa, and Wagon Mound) via videoconferencing (includes 2 FTE) $773,220

  Developing a new regional partnership between San Juan College and three local public schools (Aztec, Bloomfield, and Kirtland) via videoconferencing (equipment, remodel only) $533,000

  An additional site in the NM Junior College/Lea County Distance Learning Consortium (videoconferencing, no transmission costs included) $100,000

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[3] Information provided by institutions to Commission queries including the 1995 Annual Report on extended learning and 1995 Research and Public Service Project funding requests.

Upgrade technologies and expand existing statewide BSN program from UNM via digital satellite (consolidates two existing programs and includes 8.6 FTE) $398,900

Expand existing connections and develop ITV programs between Western NM University and its Deming and Gallup locations via satellite and videoconferencing (includes 3.5 FTE) $410,720

Expand services to an existing site to provide more comprehensive student services and library support, as well as instruction via satellite, at Western NM University's Truth or Consequences center (includes 5.75 FTE) $313,513

Expand services by providing computing access/support to the Clovis Community College/ENMR partnership (10 sites - Clayton, Ft. Sumner, Grady, House, Logan, Mosquero, Roy, San Jon, Santa Rosa, CCC) $120,000

Development, production and transmission of six telecourses to four sites, remote faculty/student support, and providing teleconferencing services at Santa Fe Community College (including faculty support) $130,400

Expanding Use of Technology in Instruction

New undergraduate courses (8), library support, and faculty/staff support for the Navajo Learning Network via Internet (linking the Crownpoint and Shiprock campuses in New Mexico, includes 5 FTE) $156,340

Development/production of two graduate-level engineering courses delivered internationally via videotape by UNM $50,480

New interactive classroom at NMSU-Alamogordo $800,000

An additional originating classroom via videoconferencing (equipment only) $75,000

Preliminary Extended Learning Cost Information

One of the Commission's purposes of this report was to initiate efforts to obtain better information about the actual costs for delivering instruction off campus. As mentioned previously, institutional representatives reviewed the proposed questions for this year's initial effort and addressed their usefulness and feasibility. After reviewing the institutional comments about the availability and nature of cost of instruction data, the CHE requested information on three financial components of extended learning for this initial annual report. All public postsecondary educational institutions were asked to provide the revenue sources and costs to a student for each extended learning course offered during the reporting period. In addition, information on the actual extended learning expenditures at the institutional level was requested, if available. In other words, this part of the CHE questionnaire was *optional*. This approach was deemed necessary because it was discovered that cost information as currently collected at the institutional level does not lend itself to either inter-institutional comparison or meaningful state level aggregation. However, for future reports to the Legislature and Governor, the CHE has informed the public higher education institutions that it will be requesting more detailed information about incremental costs attributable to the provision of extended learning instruction.

Revenue Sources: New Mexico's public postsecondary institutions were asked to provide information on the revenue sources used to support off-campus instruction during 1994-95. The Commission was interested in determining to what extent the state supports current extended learning activities, versus support from other non-state funding sources (examples include additional student fees, federal contracts, federal grants, private grants, etc.). Fifteen institutions responded to this section of the questionnaire, although several responses were not complete. Those institutions responding indicated that the state and New Mexico's taxpayers, through the higher education funding formulae, support extended learning instruction for the vast majority of course offerings. While several campuses reported that contractual arrangements are used for some courses and fully cover the costs of the desired instructional services, these situations are in the minority. Typically these arrangements are used with military or federal clients.

In addition to funding generated by the Instructional and General funding formulae, nine public higher education institutions also receive state support for extended learning activities via the extended services instruction component of the higher education funding formula. These institutions are CCC, ENMU, ENMU-R, NMHU, NM Tech, NMSU, NNMCC, UNM, and WNMU. This funding formula has produced the following appropriations of unrestricted general funds for extended learning activities:

1993-1994	$792,100
1994-1995	$2,003,900
1995-1996	$2,505,600

The 1996-97 Higher Education Funding Recommendations recently presented to the Governor and Legislature included a request for $2,897,400 for the extended services instruction component of the higher education funding formula. The final appropriation totaled $2,700,200 for 1996-97.

Costs to a Student: Responding public higher education institutions were asked to provide information on the costs borne by a student for each extended learning course offered in 1994-95. Data was requested on tuition/fees rates, any additional delivery fees, and other costs to a remote student deemed significant by that institution.

Of the 17 institutions providing off-campus instruction, nine (53%) pass an additional charge onto the student involved in extended learning instruction, when compared to on-campus tuition and fees. Most of these campuses report an additional delivery fee ranging from $4 per credit hour to over $100 per credit hour, depending on the remote location and the nature of the delivery method. Another type of billing structure reported is the charging of a higher tuition and fee amount than for on-campus instruction, but not charging the student an additional delivery fee for participating in extended learning instruction. Three institutions (ENMU, NMHU, and WNMU) reported using this approach and the differential cost to a student taking off-campus courses ranged from 23 percent higher to more than 40 percent higher.

Extended Learning Costs of Instruction: In this initial year's report the intent was to begin to present information about institutional expenditures incurred when delivering instruction off-campus. Each public higher education institution was asked to describe extended learning costs as comprehensively and specifically as possible and

provide this information to the CHE if it was readily available.

Colleges and universities were also asked to provide definitions for methods used to compute costs (e.g., marginal costs, incremental costs, total costs, pro-rated costs based on certain assumptions, etc.) as well as the level of cost aggregation (by course, by semester or other time period, by program, by department, by college, etc.).

As mentioned previously, during the early stages of preparation for this initial report, it was discovered that cost information as currently collected at the institutional level does not lend itself to either inter-institutional comparison or meaningful state-level aggregation. Overall, there is no consistent approach used by New Mexico's public postsecondary education institutions to determine the cost of extended learning instruction and supporting services. Some institutions are able to track their expenditures in detail, some can identify marginal costs attributable to extended learning activities, and some institutions do not separate instructional costs by delivery mode at all.

Eight public colleges and universities did provide the CHE with examples of their current expenditures on extended learning activities. Four of these institutions provided actual dollar amounts and the remainder provided expenditure categories. Although not definitive, the largest expenditure category reported were faculty and staff salaries and benefits. These examples are reproduced as reported in Appendix C.

Findings

Extended Learning Activities: Since the last statewide report on New Mexico's extended learning activities (1993-94), there has been a substantial increase in instructional opportunities delivered to the learner via alternative delivery modes. This is progress and addresses the CHE's goal of expanding access to higher education through extended learning opportunities. During 1994-95 nearly three-quarters of New Mexico's public postsecondary institutions delivered instruction to learners distant from their main campus facilities. Both on-site instructors as well as various instructional technologies have been incorporated as means to deliver these educational services to New Mexicans. Over seventy communities around the state received extended learning instruction during this time period and several had educational opportunities available from multiple postsecondary institutions.

Extended learning course work was available at all instructional levels, in each semester and in many academic areas in New Mexico during this period. Course offerings ranged from concurrent high school classes to graduate school offerings and the greatest overall course availability was at the undergraduate level. At the two-year institutional level, all of the academic disciplinary clusters had representation in the distant delivery of instruction. Also, nearly all of the academic disciplinary clusters at the four-year institutional level participated to some degree in extended learning instruction, with only the Agriculture, Biology, Law, and Physical Science clusters reporting lesser levels of involvement. Instructional opportunities via extended learning were made available to learners on a year-round basis, although there tended to be fewer summer offerings than during the regular academic year. Overall, a slight majority of enrollments tended to be for undergraduate credit. Finally, in addition to single course offerings, a number of institutions provided students access to complete programs of study distant from the main campus facilities.

At the state level, the New Mexico Commission on Higher Education proceeded with its efforts during 1994-95 to encourage expanded access to high quality educational services via extended learning instruction. Activities to further advance and encourage new extended learning programs were continued through the Systems Development Fund projects and with preliminary work in anticipation of receiving funding through the ELF. In addition, a review of existing extended services operational funding policies was initiated in response to concerns voiced by the higher education community in New Mexico. During 1995 the CHE reviewed the academic support and student services components of the higher education funding formulae and considered the impact of adopting changes to provide funding for those functions for extended learning instruction. The result of all of these efforts, both to secure new start-up funding as well as to enhance existing funding mechanisms, was to include the funding needs of extended learning as one of the CHE's top priorities in higher education funding recommendations for the 1996 New Mexico Legislative Session.

This report also began an exploration of the costs of extended learning instruction to the state and to students. In general, preliminary data indicated that the state has been supporting these educational services through the existing higher education funding

formulae. In addition, slightly more than half of the institutions involved in this type of off-campus instruction passed an additional fee onto the student enrolled in these courses. The actual amount a student paid, however, was extremely variable from institution to institution. An early result of this report was the recognition that consistent extended learning instruction cost information is not available from the public postsecondary education institutions. Overall, there is no consistent approach used by New Mexico's higher education institutions to determine the cost of extended learning instruction and supporting services.

Future Plans: The ongoing expansion of extended learning opportunities is intended by the majority of public higher education institutions participating in this initial annual report. Expansion efforts are planned at both the programmatic level and to increase and update the technological delivery systems used to deliver extended learning instruction. Discussions also continue across the state between higher education entities, public schools, government agencies, local communities, and others to form new partnerships to collaborate to enhance the provision of educational services to New Mexicans through resource sharing.

Funding Recommendations: Although the state's public higher education institutions continue to state their commitment to providing extended learning instruction, sufficient financial support from the state is consistently cited as the missing ingredient for achieving major advancements toward an interconnected statewide extended learning system. Obtaining additional funding from the New Mexico Legislature for extended learning activities in public postsecondary education remains a top priority for the New Mexico Commission on Higher Education. At this time, capital funding needs are reported by the higher education institutions as slightly more pressing than the need for increased programmatic funding. However, both funding areas continue to be highlighted as requiring additional financial support from the state. The CHE included funding requests for $1 million in each of these categories (to be awarded through the ELF) in its 1996-97 funding recommendations for higher education. In addition, the Commission recommended adjusting the existing extended services funding formula to provide additional operating funds in support of extended learning instruction. The activities in the recent 1996 NM Legislative Session did not result in funding supporting any of these requests, however.

Conclusions

Although no new sources of state financial support for off-campus instruction were forthcoming in either 1994-95 or 1995-96, it is apparent that the New Mexico's statewide Extended Learning Initiative has made progress since its inauguration. This report demonstrates that extended learning activities continue to be incorporated into the state's system of higher education, as evidenced by the growing degree of institutional involvement and by the increasing number of available offerings. The ongoing planning by the state's public postsecondary institutions to reach out and identify new partners for collaboration and resource sharing further shows the commitment of higher education to provide enhanced educational opportunities to our citizens utilizing alternative delivery modes.

While individual institutions move forward with their plans, there is still a need to interconnect their efforts into a coordinated and compatible statewide "system." The CHE has laid the groundwork to coordinate the connection of existing extended learning efforts, as well as to stimulate new program development, through ELF awards. The commitment of financial resources by the state to the ELF is now required to ensure continued progress toward the achievement of the statewide availability of high quality educational services for all learners.

A significant legislative appropriation to the ELF is needed in order to provide adequate incentives to ensure the development of new and innovative regional and statewide extended learning endeavors. The CHE will continue to review formula funding options in support of ongoing extended learning instruction and related support needs. Nonetheless, attaining an optimal level of statewide efficiency and effectiveness in the delivery of educational opportunities to New Mexicans will require the commitment of additional resources by the state.

This initial annual report provides valuable information about extended learning activities in New Mexico's public higher education system. However, the process necessary to develop this report required an extraordinary amount of effort by New Mexico's colleges and universities, and by this agency. The Commission intends to update this report every other year. When funding is provided to support the Extended Learning Initiative, the CHE will prepare annual reports to the Legislature and Governor to provide the appropriate level of accountability.

Appendix A:
Extended Learning Activities in New Mexico
Alphabetical By Campus

Albuquerque Technical Vocational Institute

1994-1995 Extended Learning Activities: During the 1994-95 academic year, Albuquerque Technical Vocational Institute (ATVI) provided no full courses via extended learning modes, however off-campus services such as skills improvement, literacy training, and workshops were provided by on-site instructors. In addition, ATVI continues to broadcast a GED preparation series on KNME-TV.

Plans for 1995-1996 Extended Learning Activities: The Teach and Learn Network (TAL Net) was recently formed as a partnership between ATVI, the University of New Mexico, Albuquerque Public Schools, and KNME-TV to provide instructional TV opportunities to the Albuquerque community. This educational access cable vision channel is intended to promote lifelong learning and broadcasts for 18 hours daily on cable channel 19. ATVI will begin using TAL Net in 1995-96 for some microbiology lectures and Spanish-language GED preparation services. In addition ATVI is developing a strategic plan for distance education and has established a $10,000 planning budget to address this issue.

Priorities for Utilizing Extended Learning Fund Monies in 1996-1997:

1. Purchase of supplemental course materials for use with the TAL Network.
2. Production of programs addressing local learning needs.
3. Acquisition of hardware/equipment to establish electronic classroom linkages to UNM.

Clovis Community College

Clovis Community College (CCC) provides college courses to rural eastern New Mexico via interactive instructional television (ITV) to both place bound adults as well as students concurrently enrolled in local high schools. Supporting student services and academic services, such as financial aid, admissions and academic advisement are also made available using this two-way interactive video and audio technology.

These educational opportunities are a result of CCC's partnership in the Eastern Plains Instructional Television Consortium with the Eastern New Mexico Rural Telephone Cooperative (ENMR) and nine local school districts. ENMR provides the equipment and technical support, the local schools provide classrooms and often on-site facilitators, and CCC provides instructional and related services. The College describes these activities as supported by state instructional formula funds, while ENMR absorbs the ITV system's transport costs. CCC also collaborates with Eastern New Mexico University to deliver graduate courses for teacher professional development in the area. In addition, the NM Department of Labor provides client services to this area of New Mexico utilizing the ITV system.

1994-1995 Extended Learning Activities: During the 1994-1995 academic year, Clovis Community College provided 64 extended learning courses to ten locations in eastern New Mexico: Cannon AFB, Clayton, Ft. Sumner, Grady, House, Logan, Mosquero, Roy, San Jon, and Santa Rosa. Roughly half of these courses utilized the ITV system and the other half were delivered by an instructor traveling to the remote location. For 1994-95, over 75 percent of CCC's extended learning instruction was in the area of general academics. The majority of the offerings were available during the fall and spring semesters. Total student enrollments indicate that of those utilizing extended learning opportunities, over 75 percent were at the undergraduate level and the remaining enrollments were at the high school level. The following tables provide additional details by semester about the type of courses offered and the total student enrollments.

Appendix A:
Extended Learning Activities in New Mexico
Alphabetical By Campus

Table 1A Types of Extended Learning Courses Offered by Clovis Community College, 1994-95

	Total		Summer 1994	Fall 1994	Spring 1995
Sciences/Office Occup.	6	9%	2	2	2
Business	7	11%	0	4	3
General Academic	49	77%	10	19	20
Fine Arts	1	1%	1	0	0
Trades/Technical	1	1%	1	0	1
TOTAL	64		13	28	25
% total			*20%*	*41%*	*39%*

Table 1B Total Student Enrollments in Extended Learning Courses by Level, Clovis Community College, 1994-95

	Total	Summer 1994	Fall 1994	Spring 1995
High School	228	0	132	94
% total	*23%*			
Undergraduate	778	175	297	306
% total	*77%*			
TOTAL	1006	175	429	402
% total		*17%*	*43%*	*40%*

Table 1C displays the range of costs to a student for extended learning opportunities reported by Clovis Community College for 1994-1995, as well as on-campus tuition and fees. Student charges appear comparable regardless of how or where instruction is provided.

Table 1C Range of Costs to a Student for Instruction at Clovis Community College, 1994-95

On-Campus Tuition and Fees (Part-time)	
Resident In-District	$29/credit hour
Out-of-District	$30/credit hour
Non-Resident	$71/credit hour
ITV Delivery	
Tuition/Fees	$22/credit hour
Additional Delivery Fee	$ 4/credit hour
Textbooks	$20 - $59/course
Instructor Delivery at the Remote Site	
Tuition/Fees	$29 or $71/credit hour
Additional Delivery Fee	-0-
Textbooks	$23 - $83/course

Plans for 1995-1996 Extended Learning Activities: For academic year 1995-96, CCC will have two new ITV origination facilities available for additional services. Also, the College is in the process of developing an Associate of Arts in Liberal Arts completely available via extended learning. Other planned activities include two ACT preparation sessions and a medical terminology workshop in cooperation with Hospital Services Group of Albuquerque.

Appendix A:
Extended Learning Activities in New Mexico
Alphabetical By Campus

Priorities for Utilizing Extended Learning Fund Monies in 1996-1997:

1. Provide compensation for facilitators at the remote sites to monitor classes, administer exams, etc.
2. Expand services by providing computing access/support to the members of the Eastern Plains Instructional Television Consortium (approximately $120,000).
3. Upgrade equipment.

Eastern New Mexico University

Eastern New Mexico University (ENMU) has been providing upper division and graduate level course work via extended learning since the late 1960s, and has incorporated one-way video, two-way audio (ITFS) technology into its delivery since 1978. The College of Business offers both the B.B.A. and the M.B.A., the Department of Nursing offers the B.S.N., and it is possible to earn a Bachelor's degree in University Studies through the College of Liberal Arts and Sciences via distance/extended learning. Course work leading to a B.A./B.S. in Education and a Master of Education/Arts degree in a variety of majors is offered by the Education Department. These degrees, as well as the Communications Disorders program (leading to the M.S. and SLP licensure), are available through a combination of delivery modes. Most of these courses are taught on-site at the remote location, with a small percentage utilizing instructional television (ITV).

1994-1995 Extended Learning Activities: During 1994-95, ENMU provided 153 courses to remote locations statewide. Many of these educational opportunities result from partnerships with Clovis Community College, NM Junior College, Artesia Public Schools, and Cannon AFB. The twelve specific reception locations reached in 1994-95 were: Artesia, Cannon AFB, Carlsbad, Clovis, Hobbs, Las Vegas, Mescalero, Roswell, Ruidoso, Santa Fe, Socorro, and Taos. Roughly 40 percent of ENMU's extended learning courses utilized technological delivery, while the remaining courses involved faculty teaching on-site at the remote location. For 1994-95, half of ENMU's extended learning instruction was in the area of education, with business courses following with 21 percent of the offerings. Most of this instruction was provided at the upper division undergraduate level (54%) closely followed by graduate level courses (44%) (see Table 3 on page 13). While extended learning offerings at ENMU were available year-round, the greatest availability was during Spring Semester 1995. Analysis of total student enrollments indicates that of those utilizing extended learning at ENMU, over half were at the undergraduate level. The following tables provide additional details by semester about the type of courses offered and the total student enrollments.

Table 2A Types of Extended Learning Courses Offered by Eastern NM University, 1994-95

	Total Courses		Summer 1994	Fall 1994	Spring 1995
Business	32	21%	4	12	16
Education	76	50%	28	16	32
Health Sciences	16	10%	1	5	10
Letters	1	1%	0	0	1
Mathematics	6	4%	1	3	2
Social Sciences	22	14%	11	5	6
TOTAL	153		45	41	67
% total			*29%*	*27%*	*44%*

Table 2B Total Student Enrollments in Extended Learning Courses by Level, Eastern NM University, 1994-95

	Total	Summer 1994	Fall 1994	Spring 1995
Undergraduate	705	179	254	272
% total	*56%*			
Graduate	311	65	116	130
% total	*25%*			
Non-Degree	246	79	40	127
% total	*19%*			
TOTAL	1262	323	410	529
% total		*26%*	*32%*	*42%*

ENMU relates that the state supports these extended learning activities through instructional formula funding. Table 2C displays the range of costs to a student for instruction from ENMU. Students pay a differential tuition/fees rate for utilizing extended learning opportunities. Although this differential exceeds 40 percent, the actual expenditures estimated for extended learning instruction at ENMU are reported to far exceed these revenue sources so the institution absorbs the difference.

Table 2C Range of Costs to a Student for Instruction at Eastern NM University, 1994-95

Tuition/Fees (Resident)	Undergraduate	Graduate
On-Campus	$63/credit hour	$71/credit hour
Off-Campus	$94/credit hour	$101/credit hour
Additional Delivery Fee	$ -0-	$ -0-

Plans for 1995-1996 Extended Learning Activities: ENMU plans for significant expansion of extended learning activities in academic year 1995-1996. A $300,000 federal grant from the U.S. Department of Commerce's National Telecommunications and Information Administration was received to extended services to Roswell, Hobbs, and Ruidoso, as well as FCC licenses for four-channel ITFS broadcasting (which will allow the broadcast of four courses simultaneously). This support permits the construction of two additional ITV classrooms and the purchase of additional transmitters and other necessary equipment to enhance student interactivity with main campus. An additional $1 million federal grant was awarded by the U.S. Department of Education that includes support to deliver extended learning courses to teachers in southeastern New Mexico. Also two ITV origination classrooms are being completed in the remodeled computer center on main campus with another to be added when Roosevelt Hall is remodeled. Finally, ENMU's instructional center in Ruidoso is being expanded in 1995-96 by the addition of an ITV site.

Priorities for Utilizing Extended Learning Fund Monies in 1996-1997:

1. Develop new instructional offerings and additional reception site academic and student support services.
2. Provide faculty training to incorporate technology into instruction.
3. Develop new community sites (e.g., Artesia and Raton).
4. Develop a two-way interactive video system.
5. Utilize computing connectivity for instruction and student services.

Eastern New Mexico University - Roswell

The Roswell branch of ENMU has provided live lower division instruction to the Artesia community for the past seven years. Adjunct faculty and a part-time coordinator are hired from the Artesia area to provide these educational opportunities to the community. Tech-Prep and concurrent high school enrollment programs have been developed with the area high schools.

1994-1995 Extended Learning Activities: During the 1994-1995 academic year, ENMU-Roswell provided 51 extended learning courses in Artesia. ENMU-Roswell reports that these instructional offerings receive support from the state through the higher education instructional funding formula and student tuition. Students receiving extended learning in Artesia pay $28.25 per credit hour with no additional delivery fee. This amount is the out-of-district tuition/fee rate and is comparable to the resident in-district rate ($27.25/credit hour). For 1994-95, over half of ENMU-Roswell's extended learning instruction was in the area of general academics. Most extended learning opportunities were available during the regular semesters, with just eight percent of the courses taught during the summer session. Total student enrollments indicate that more than half of those utilizing extended learning courses were at the undergraduate level, although a sizeable percentage of non-degree students (38%) is reported. The following tables provide additional details by semester about the type of courses offered and the total student enrollments.

Table 3A Types of Extended Learning Courses Offered by ENMU-Roswell,

	Total Courses		Summer 1994	Fall 1994	Spring 1995
Sciences/Office Occupations	5	10%	0	3	2
Business	16	31%	1	7	8
General Academic	28	55%	3	9	16
Fine Arts	1	2%	0	1	0
Trades/Technical	1	2%	0	1	0
TOTAL	51		4	21	26
% total			*8%*	*41%*	*51%*

Table 3B Total Student Enrollments in Extended Learning Courses by Level at ENMU-Roswell, 1994-95

	Total	Summer 1994	Fall 1994	Spring 1995
High School	40	0	26	14
% total	5%			
Undergraduate	428	10	171	247
% total	57%			
Non-Degree	288	29	159	100
% total	38%			
TOTAL	756	39	356	361
% total		5%	47%	48%

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Plans for 1995-1996 Extended Learning Activities: ENMU-Roswell has no major changes planned for 1995-96, but does anticipate that the number of courses offered will continue to gradually increase.

Priorities for Utilizing Extended Learning Fund Monies in 1996-1997:

1. Expand the coordinator's role and responsibilities to provide better local support.
2. Expand course offerings more rapidly.

Luna Technical Vocational Institute

1994-1995 Extended Learning Activities: Luna Vocational Technical Institute (LVTI) provided two nursing courses to the Santa Rosa community during academic year 1994-1995. This initiative involved new multimedia computers located in Las Vegas being accessed by the instructors located in Santa Rosa via a T1 telephone line. These two courses had combined enrollments of 65 students. LVTI also continued to host B.S. Nursing completion courses delivered from the University of New Mexico via satellite. Appendix D contains additional information from LVTI.

LVTI related that these new courses were supported with state funding. Table 4A displays the range of costs to a student for instruction from LVTI. The cost to a student to participate in extended learning opportunities was reported as $10 per course, plus textbooks. LVTI estimates that it cost approximately $20,000 to provide each of these courses and that it absorbed the additional costs.

Table 4A Range of Costs to a Student for Instruction at Luna Vocational Technical Institute, 1994-95

Tuition/Fees	Academic (Part-time)	Vocational (Part-time)
Resident In-District	$27/credit hour	$10/credit hour
Out-of District	$35/credit hour	$20/credit hour
Non-Resident	$83/credit hour	$28/credit hour

Plans for 1995-1996 Extended Learning Activities: An additional nursing course was offered via technological delivery during the Summer of 1995. LVTI reports no other planned changes to this arrangement for the remainder of academic year 1995-1996.

Priorities for Utilizing Extended Learning Fund Monies in 1996-1997:

1. Establish new reception sites (e.g., Santa Rosa, Springer, and Mora).

New Mexico Highlands University

1994-1995 Extended Learning Activities: New Mexico Highlands University (NMHU) provides extended learning courses to groups of interested individuals by sending a live instructor out to the remote location. During 1994-95, NMHU provided 64 courses to fifteen communities statewide: Albuquerque, El Rito, Espanola, Las Vegas, Los Lunas, Montezuma, Mora, Pojoaque, Questa, Santa Fe, Santa Rosa, Silver City, Taos, Tucumcari, and Wagon Mound. NMHU relates that the state supports these activities through the higher education instructional funding formula. Table 5C displays the range of costs to a student for instruction from NMHU. Extended learning students pay $75 per credit hour (almost 23 percent higher than on-campus tuition/fee rates), the instructor's travel costs (if applicable), and purchase

textbooks as needed. For 1994-95, 70 percent of NMHU's extended learning instruction was in the area of education, with social sciences following with 17 percent. Almost 90 percent of this instruction was in graduate courses (see Table 3, page 13). Analysis of total student enrollments indicates that of those utilizing extended learning opportunities from NMHU, 93% were at the graduate level. Both the number of offerings available in 1994-95 and the number of student enrollments were greatest during the summer session. The following tables provide additional details by semester about the type of courses offered and the total student enrollments.

Table 5A Types of Extended Learning Courses Offered by NM Highlands University, 1994-95

	Total Courses		Summer 1994	Fall 1994	Spring 1995
Education	45	*70%*	*28*	*8*	*9*
Foreign Languages	7	11%	2	4	1
Letters	1	2%	0	0	1
Social Sciences	11	17%	0	5	6
TOTAL	64		30	17	17
% total			*47%*	*27%*	*27%*

Table 5B Total Student Enrollments in Extended Learning Courses by Level, NM Highlands University, 1994-95

	Total Courses	Summer 1994	Fall 1994	Spring 1995
Undergraduate	90	27	44	19
% total	*7%*			
Graduate	1267	572	387	308
% total	*93%*			
TOTAL	1357	599	431	327
% total		*44%*	*32%*	*24%*

Table 5C Range of Costs to a Student for Instruction at NM Highlands University, 1994-95

Tuition/Fees (Resident)	**Undergraduate**	**Graduate**
On-Campus	$61/credit hour	$61/credit hour
Off-Campus	$75/credit hour	$75/credit hour
Additional Delivery Fee	Instructor's travel	Instructor's travel

Plans for 1995-1996 Extended Learning Activities: During academic year 1995-1996, several efforts to expand extended learning activities are planned. First, the new library extension and education building is being completed. This facility was built with classrooms and a production studio ready to accommodate instructional television. Second, an off-campus education plan has been implemented to allow students to take two semesters of course work off-campus to facilitate the completion of a Master's degree in Educational Administration or their licensure requirements. Additional off-campus education plans will be developed at the undergraduate level as well.

NMHU has begun to form partnerships with other educational institutions to share instructional resources. In collaboration with the University of New Mexico-Taos, Northern New Mexico Community College, Santa Fe Community College, and the New Mexico School for the Deaf, planning has begun to develop course work for three- and four-year programs. Discussions are also underway with Luna Vocational Technical Institute and public schools in the Las Vegas area (Mora, Wagon Mound, Santa Rosa, Pecos, Las Vegas City Public Schools, and West Las Vegas

Public Schools) to explore the development of a regional distance learning system to support high school and concurrent enrollments. While these new efforts proceed, NMHU does intend to continue providing instructional services with faculty traveling to off-campus sites.

Priorities for Utilizing Extended Learning Fund Monies in 1996-1997:

1. Purchase of equipment to support the development of a new regional partnership between NM Highlands University, Luna Vocational Technical Institute and six local public schools ($773,220, includes 2 FTE).
2. Provide faculty training to incorporate technology into instruction.

New Mexico Institute of Mining and Technology

New Mexico Institute of Mining and Technology (NM Tech) has been a member of the Waste-management Education and Research Consortium (WERC) since 1990 and thus has been an active provider of extended learning instruction. Courses are transmitted to the various WERC sites, which include Intel, Los Alamos National Laboratory, Sandia National Laboratories, the University of New Mexico, New Mexico State University, and the WIPP site in Carlsbad. Over 55 courses have been shared by university partners NM Tech, UNM, and NMSU since 1990. In addition, several electrical engineering courses per semester are transmitted to Sandia National Laboratories in Albuquerque as part of the Tech-Sandia Electrical Engineering Program. This program now has six Sandia employees working towards a degree from NM Tech.

1994-1995 Extended Learning Activities: In academic year 1994-95, NM Tech provided six courses to more than six locations in New Mexico utilizing fiber optic, satellite, and ITFS delivery technologies. For 1994-95, NM Tech provided extended learning instruction in four academic areas, with half in the area of engineering. Two-thirds of the six courses reported were upper division undergraduate, with the remainder at the graduate level (see Table 3, page 13). Analysis of total student enrollments indicates that of those utilizing these opportunities from NM Tech, 94 percent were at the undergraduate level. While the number of course offerings was split equally between fall and spring semesters, more total student enrollments were reported for Fall 1994. The following tables provide additional details by semester about the type of courses offered and the total student enrollments.

Table 6A Types of Extended Learning Courses Offered by NM Tech, 1994-95

	Total Courses		Summer 1994	Fall 1994	Spring 1995
Biology	1	17%	0	0	1
Engineering	3	50%	0	2	1
Mathematics	1	17%	0	0	1
Physical Sciences	1	17%	0	1	0
TOTAL	6		0	3	3
% total				*50%*	*50%*

Table 6B Total Student Enrollments in Extended Learning Courses by Level, NM Tech, 1994-95

	Total	Summer 1994	Fall 1994	Spring 1995
Undergraduate	73	0	50	23
% total	*94%*			
Graduate	5	0	4	1
% total	*6%*			
TOTAL	78	0	51	27%
% total			*65%*	*35%*

Information addressing the sources of financial support for these activities and the costs to a student to participate in extended learning at NM Tech were not provided by the institution.

Plans for 1995-1996 Extended Learning Activities: For academic year 1995-1996, maintaining the current level of instructional service is anticipated by NM Tech.

Priorities for Utilizing Extended Learning Fund Monies in 1996-1997:

1. Expand course offerings to the mining and petroleum areas of the state to assist professionals seeking continuing education or degrees.

New Mexico Junior College

New Mexico Junior College (NMJC) now offers college-level evening courses both with on-site instructors and via two-way instructional television (ITV) within its service area. Also, as a member of the Lea County Education Consortium, NMJC provides course work via ITV during the standard school day to the five area public high schools. These are typically college-level courses applicable to general education requirements. The public school members of the Consortium also share instruction amongst themselves during a portion of each day, since all sites are capable of both transmitting and/or receiving via this videoconferencing technology. In addition to the Lea County sites, through its consortium membership, the College of the Southwest has linked its Carlsbad campus to the ITV network.

1994-1995 Extended Learning Activities: During the 1994-1995 academic year, New Mexico Junior College provided 106 extended learning courses to six communities in New Mexico: Eunice, Hobbs, Jal, Lovington, Tatum, and Truth or Consequences. Approximately one-third of these courses utilized the ITV system, which became operational in Fall Semester 1994, while the remaining courses were delivered by an instructor traveling to the remote location. For 1994-95, almost three-quarters of NMJC's extended learning instruction was in the area of general academics. Extended learning opportunities were available in roughly equal proportions for both the fall and spring semesters. Analysis of total student enrollments indicates 85 percent of those utilizing these opportunities were at the undergraduate level and the remaining were at the high school level. The following tables provide additional details by semester about the type of courses offered and the total student enrollments.

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Table 7A Types of Extended Learning Courses Offered by New Mexico Junior College, 1994-95

	Total Courses		Summer 1994	Fall 1994	Spring 1995
Sciences/Office	15	14%	0	5	10
Business	1	1%	0	1	0
General Academic	75	71%	0	41	34
Health Sciences	15	3%	0	2	1
Developmental Studies	1	3%	0	1	2
Trades/Technical	9	8%	0	4	5
TOTAL	106		0	54	52
% total				*51%*	*49%*

Table 7B Total Student Enrollments in Extended Learning Courses by Level, New Mexico Junior College, 1994-95

	Total	Summer 1994	Fall 1994	Spring 1995
High School	231	0	146	85
% total	*15%*			
Undergraduate	1315	0	618	697
% total	*85%*			
TOTAL	1546	0	764	782
% total			*49%*	*51%*

All of the Junior College's course offerings are described as supported by local taxation and state higher education formula funding. Table 7C displays the range of costs to a student for instruction at NMJC. Students incur additional costs for taking a course via an extended learning mode. Charges to students are waived for high school students concurrently enrolled at NMJC.

Table 7C Costs to a Student for Instruction at New Mexico Junior College, 1994-95

Tuition/Fees	
Resident In-District	$21/credit hour
Out-of-District	$32/credit hour
Non-Resident	$37/credit hour
One-time matriculation fee	$5
Instructional resource fee	$1/credit hour ($5 maximum)
Additional Delivery Fees	
Instructional television	$15/course
Telecollege	$25/course
Building Usage fee	$3/course (Lovington ONLY)

Plans for 1995-1996 Extended Learning Activities: For academic year 1995-96, New Mexico Junior College does not plan to significantly change its current offerings.

Priorities for Utilizing Extended Learning Fund Monies in 1996-1997:

1. Link to additional public schools in southeastern New Mexico to offer concurrent enrollment courses.
2. Form partnerships with government agencies (e.g., WIPP) to offer technician management training.
3. Expand sites that can receive instructional television. This probably means an additional ITV room at a selected public school so that the number of courses and activities could be increased. Adding an additional site in the Lea County Education Consortium (videoconferencing equipment only, no transmission costs included) is estimated to cost $100,000.
4. Link to four-year postsecondary institutions to access upper division course offerings.

New Mexico State University

New Mexico State University (NMSU) has been providing off-campus instruction to communities across New Mexico since at least 1981 when the NM Commission on Higher Education approved field-based graduate program guidelines. As the state's land grant institution, NMSU feels a particular obligation to provide courses and programs whenever and wherever it is feasible to students unable to attend the main campus. Over the years, seven colleges have participated in the delivery of off-campus instruction: the Colleges of Agriculture & Home Economics, Arts & Sciences, Business Administration & Economics, Education, Engineering, Health & Social Services, and the Graduate School. Several complete programs of graduate study are available via extended learning in selected areas at certain locations (i.e., M.A. degrees in several education areas at Farmington and Carlsbad, and M.A. degrees in engineering at Kirtland AFB). Types of delivery have included on-site instructors, videotape distributions with supplemental instructor visits, and one-way video/two-way audio distributed from television classrooms. Televised classes have been transmitted via satellite, fiber optics, and microwave technologies. Over 100 faculty members have participated in extended learning instruction since 1985, with over 300 courses delivered to more than 6000 students in that same time period.

NMSU is involved in multiple partnerships and collaborative efforts to provide extended learning opportunities throughout the state. NMSU is an active member of the Electronic Distance Education Network (EDEN) along with UNM, NM Tech and WNMU. It also has a good working relationship with the University of New Mexico in providing off-campus courses in the health sciences and in engineering. Through the Alliance for Minority Partnership (AMP), NMSU has agreements with all two-year and four-year postsecondary institutions in New Mexico for sending and receiving courses. NMSU is also a member of the Waste-management Education Research Consortium (WERC) and has transmitted courses to the various WERC sites around New Mexico. As a member of the National Technological University (NTU) network, engineering course work is provided to various sites nationally. Finally, NMSU's College of Engineering has agreements with various military bases in the state to offer courses to military personnel.

1994-1995 Extended Learning Activities: During academic year 1994-95, NMSU offered 57 extended learning courses at twelve off-campus locations in New Mexico: Alamogordo, Albuquerque, Carlsbad, Eastern NM University, Farmington, Grants, Kirtland AFB, Magdalena, Navajo Community College, Northern NM Community College, White Sands Missile Range, and nationally through NTU. Roughly half of these offerings utilized technological delivery while the remainder involved an instructor traveling to the remote site. For 1994-95, over half of NMSU's extended learning

instruction was reported in the area of engineering, followed by 30 percent in the education area. Almost 90 percent of this instruction was through graduate courses (see Table 3, page 13). Analysis of total student enrollments indicates that of those utilizing extended learning opportunities from NMSU, 96 percent were at the graduate level. While most of the available course offerings were fairly equally split between fall and spring semesters, more student enrollments were reported for Spring Semester 1995 (51%). The following tables provide additional details by semester about the type of courses offered and the total student enrollments.

Table 8A Types of Extended Learning Courses Offered by NM State University, 1994-95

	Total Courses		Summer 1994	Fall 1994	Spring 1995
Agriculture	1	2%	0	0	1
Business	4	7%	1	2	1
Education	17	30%	3	4	10
Engineering	30	52%	3	16	11
Physical Sciences	1	2%	0	0	1
Social Sciences	4	7%	1	2	1
TOTAL	57		8	24	25
% total			*14%*	*42%*	*44%*

Table 8B Total Student Enrollments in Extended Learning Courses by Level, NM State University, 1994-95

	Total	Summer 1994	Fall 1994	Spring 1995
Undergraduate	29	0	17	12
% total	4%			
Graduate	767	118	255	394
% total	96%			
Non-Degree	1	0	0	1
% total				
TOTAL	797	118	272	407
% total		*15%*	*34%*	*51%*

NMSU relates that many of its extended learning courses receive no state higher education instructional formula support because they are the result of contracts that are based on full-cost recovery. Specifically, the expenses to deliver course work to Kirtland AFB, White Sands Missile Range, Public Service Company of NM, Sandia National Laboratories, and NTU are all reimbursed by the client. Similarly, AMP instructional costs are paid for by the National Science Foundation contract awarded to NMSU to provide these services. Although complete information regarding revenue sources was not provided by the institution, it appears that the state's higher education instructional funding formula supports the remaining types of extended learning instruction. Sufficient information addressing the costs to a student to participate in extended learning instruction at NMSU was not provided by the institution. However, it was reported that students participating in the AMP program pay their home institution's regular tuition and fees. Supplemental information for NMSU's extended learning activities may be found in Appendix D.

Plans for 1995-1996 Extended Learning Activities: NMSU plans to pursue distance education much more aggressively in 1995-96 and beyond. The first step will be to establish an Office of Distance Education and name a

coordinator to further plan and expand extended learning activities. NMSU is currently exploring the development of a Bachelor's degree that can be offered off-campus. Further the College of Business Administration & Economics is interested in offering an M.B.A. in international business in Ciudad Juarez, Mexico strictly on a contract basis (i.e., without the use of state funds). Courses could be delivered to other parts of Mexico as well. In addition, NMSU has been working with the Las Cruces Public Schools to form an agreement to use their ITFS license to broadcast courses and will apply for its own license as well.

Priorities for Utilizing Extended Learning Fund Monies in 1996-1997:

1. Develop new and additional courses and programs. For example, the College of Engineering is prepared to expand its extended learning offerings provided resources are made available.
2. Provide support for equipment purchases, personnel, travel costs, and student support services.

New Mexico State University - Alamogordo

1994-1995 Extended Learning Activities: During the 1994-1995 academic year, New Mexico State University at Alamogordo provided extended learning instruction to several sites in the Alamogordo vicinity. In addition, NMSU's main campus used the Alamogordo branch facilities for some graduate level courses. NMSU-Alamogordo maintains an informal agreement with Holloman AFB to provide on-base education. General academic and vocational courses are taught in a rotation cycle of two years. In order to meet the needs of Alamogordo's financial institutions, NMSU-Alamogordo offers one occupational education business course each semester taught at the First National Bank. In agreement with the Alamogordo Public School system, NMSU-Alamogordo offers computer courses for public school employees taught at various school sites. NMSU-Alamogordo is also involved with Alamogordo Sr. High School in a Tech-Prep partnership in Early Childhood Education. This program has been designated as the statewide Program of the Year, 1995. Finally, a distance learning coordinator was hired in February 1995 to organize and oversee extended learning instruction provided and received at NMSU-Alamogordo.

A total of 95 off-campus courses were provided to the Alamogordo area by NMSU-Alamogordo in 1994-95. These all involved a faculty member traveling to teach on-site. For 1994-95, two academic areas had the largest number of courses available from NMSU-A via extended learning: Sciences and Office Occupations (37%) and General Academics (29%). Most of these offerings were taught during the regular academic year, with the majority of courses available during Spring Semester 1995. Analysis of total student enrollments indicates that of those utilizing extended learning opportunities, the majority are split between the undergraduate (47%) and non-degree (47%) levels. The following tables provide additional details by semester about the type of courses offered and the total student enrollments.

Table 9A Types of Extended Learning Courses Offered by NMSU-Alamogordo, 1994-95

	Total Courses		Summer 1994	Fall 1994	Spring 1995
Sciences/Office Occup.	35	37%	4	15	16
Business	1	12%	0	5	6
General Academic	28	29%	5	10	13
Fine Arts	5	5%	1	2	2
Developmental Studies	4	4%	0	2	2
Trades/Technical	12	13%	2	5	5
TOTAL	95		12	39	44
% total			*13%*	*41%*	*46%*

Table 9B Total Student Enrollments in Extended Learning Courses by Level at NMSU-Alamogordo, 1994-95

	Total	Summer 1994	Fall 1994	Spring 1995
High School	7	2	5	0
% total	*1%*			
Undergraduate	738	84	330	324
% total	*47%*			
Graduate	*75*	6	19	50
% total	*5%*			
Non-Degree	736	97	339	300
% total	*47%*			
TOTAL	1556	189	693	674
% total		*12%*	*45%*	*43%*

NMSU-Alamogordo relates that these activities were supported by state formula funding. Students utilizing these opportunities paid regular tuition rates and any applicable laboratory fees, and no additional delivery fee was required (see Table 9C). Note: Active duty military personnel and their dependents paid in-district tuition and fees.

Table 9C Range of Costs to a Student for Instruction at NM State University-Alamogordo, 1994-95

Tuition	**In-District**	**Out-of-District**	**Non-Resident**
Summer 1994	$28/credit hour	$33/credit hour	$33/credit hour
Fall 1994	$29/credit hour	$34/credit hour	$80/credit hour
Spring 1995	$29/credit hour	$34/credit hour	$80/credit hour
Fees			
Computer Courses	$10/course	$10/course	$10/course
Lab Science Courses	$ 5/course	$ 5/course	$ 5/course
Course Delivery Fee	$ -0-	$ -0-	$ -0-

Plans for 1995-1996 Extended Learning Activities: NMSU-Alamogordo is actively seeking additional extended learning opportunities in academic year 1995-96. Currently a new 37-inch monitor is being purchased which can take any video source. As funds allow, new equipment for extended learning will be purchased. New methods of extended learning are being tried. During the Fall 1995 a new computer course via the Internet is being offered. Also, beginning with the fall semester, the University of New Mexico will begin offering upper level B.S. Nursing courses at NMSU-Alamogordo via satellite and videotape.

Priorities for Utilizing Extended Learning Fund Monies in 1996-1997:

1. Purchase of equipment to allow the distribution of an incoming satellite signal to any classroom (approximately $2000).
2. Support of faculty training regarding the use of technology and effective teaching methods in the delivery of instruction via distance learning.
3. Establish a dedicated classroom or facility to contain equipment needed to transmit/receive extended learning instruction and provide a place for interactive learning. An interactive classroom on campus would allow the capability to send instruction to local high school sites (estimated cost is $800,000).

New Mexico State University - Dona Ana Branch Community College

1994-1995 Extended Learning Activities: During the 1994-95 academic year, the Dona Ana Branch Community College (DABCC) of New Mexico State University did not utilize technology to deliver instructional programs to distant locations. However, Appendix D does contain additional information on extended learning instructional activities that could not be included in this compilation.

Plans for 1995-1996 Extended Learning Activities: The Dona Ana Branch Community College is very interested in developing extended learning programs to offer instructional opportunities to citizens throughout Dona County, their principle service area. It is their intention to supplement existing course offerings at satellite centers in Sunland Park, Anthony, Hatch, and White Sands Missile Range with course transmitted from the central campus.

DABCC recently received federal Title III funding to provide training to faculty in the use of technology and distance learning teaching strategies to enhance teaching. Faculty will then be expected to begin developing credit courses to be offered at the satellite centers using distance learning equipment. This grant also provided partial funding for equipment to connect the central campus to the Gadsden Education Center in Anthony as well as the Border Area Facility in Sunland Park.

Priorities for Utilizing Extended Learning Fund Monies in 1996-1997:

1. Purchase of T-1 lines and equipment to connect the central campus with Hatch and White Sands satellite centers via videoconferencing (leveraging federal funding). Estimated cost is $188,000.

New Mexico State University - Grants

New Mexico State University at Grants provides several off-campus degree opportunities in the Grants vicinity. An undesignated Associate's degree is made available at the Western NM Correctional Facility and CCA/New Mexico Women's Correctional Facility located in Grants. The Associate in Secretarial Administration - Word Processing degree is available at Pine Hill, in cooperation with the Ramah Navajo School Board, Inc. In addition, Tech-Prep and concurrent enrollment agreements are in place with Grants High School and Laguna Acoma High School.

1994-1995 Extended Learning Activities: During the 1994-1995 academic year, New Mexico State University-Grants provided 47 courses to five locations: Acoma, Laguna, Pine Hill, and the two correctional facilities in Grants. All of these instructional activities involved instructors going on-site to teach. Because the two correctional facilities contract for educational services, these course offerings received no state higher education formula support. However, the remaining courses are reported to be completely supported by the higher education funding formula. NMSU-Grants' students enrolled at the correctional facilities are not charged tuition or fees, while other students pay regular tuition/fees ($26 per credit hour) plus the cost of their textbooks (which range from $25 to $95 per course). No additional delivery fees are charged for the off-campus delivery of course work.

For 1994-95, almost half of NMSU-Grant's extended learning instruction was in the area of general academics. While these instructional opportunities were available year-round, most courses were taught during the regular academic year, with the majority of courses available during Fall Semester 1994. Analysis of total student enrollments indicates that by far, those utilizing extended learning opportunities at NMSU-Grants were at the non-degree (71%) level. The following tables provide additional details by semester about the type of courses offered and total student enrollments.

Table 10A Types of Extended Learning Courses Offered by NMSU-Grants, 1994-95

	Total Courses		Summer 1994	Fall 1994	Spring 1995
Sciences/Office Occup.	10	21%	1	3	6
Business	2	4%	0	1	1
General Academic	21	45%	5	10	6
Fine Arts	5	11%	1	3	1
Developmental Studies	9	19%	0	5	4
TOTAL	47		7	22	18
% total			*15%*	*47%*	*38%*

Table 10B Total Student Enrollments in Extended Learning Courses by Level at NMSU-Grants, 1994-95

	Total	Summer 1994	Fall 1994	Spring 1995
Undergraduate	148	10	73	65
% total	29%			
Non-Degree	369	73	167	129
% total	71%			
TOTAL	517	83	240	194
% total		*16%*	*46%*	*38%*

Plans for 1995-1996 Extended Learning Activities: During academic year 1995-96, NMSU at Grants plans to upgrade both its satellite receiver (downlink) and the bandwidth of its campus data link. This will enhance connectivity and reception capacity for the campus. In addition, partnerships may be formed with the Quemado and Pine Hill school districts.

Priorities for Utilizing Extended Learning Fund Monies in 1996-1997:

1. Purchase of two-way compressed video systems to connect to remote sites.

Northern New Mexico Community College

Northern New Mexico Community College (NNMCC) reports that is extended learning activities consist of providing contract courses and concurrent high school courses in the area. Articulation agreements and concurrent enrollment agreements with surrounding area school districts provide the basis of collaborative efforts to provide extended learning instruction.

1994-1995 Extended Learning Activities: For academic year 1994-95, NNMCC reported providing two general academic courses (English and Speech) to the Penasco community utilizing on-site instructors. These two courses had combined enrollments of 37 at the undergraduate level. Information addressing the sources of financial support for these extended learning activities and the costs to a student to participate in these opportunities from Northern NM Community College was not provided by the institution.

Plans for 1995-1996 Extended Learning Activities: Northern NM Community College was awarded a $150,000 grant through the Ford Foundation Rural Community College Initiative for a two-year period. Plans are to establish a distance learning network using telecommunications during 1995-96. This grant also supports the creation of an artisan data base for the area.

Priorities for Utilizing Extended Learning Fund Monies in 1996-1997:

1. Expand educational services through more contract and concurrent enrollment courses.

San Juan College

San Juan College offers several courses per semester to the Farmington area over a local cable television channel. In addition, its facilities are used to receive offerings from Mind Extension University and limited programming from the University of New Mexico (i.e., the B.S. Nursing completion program).

1994-1995 Extended Learning Activities: During academic year 1994-95, San Juan College used local cable television to provide six courses locally over Cable Channel 12. These offerings are supported by state funding as well as student tuition revenues. Students pay regular resident tuition/fees ($15 per credit hour) with no additional delivery fee required to enroll in these extended learning opportunities. For 1994-95, all of San Juan College's extended learning instruction was in the area of general academics and was split evenly between fall and spring semester offerings. Analysis of total student enrollments indicates that of those utilizing these educational services from the College, nearly all (97%) were at the undergraduate level. The following tables provide additional details by semester about the type of courses offered and the total student enrollments.

Table 11A Types of Extended Learning Courses Offered by San Juan College, 1994-95

	Total Courses	Summer 1994	Fall 1994	Spring 1995
General Academic	6	0	3	0
% total			*50%*	

Table 11B Total Student Enrollments in Extended Learning Courses by Level at San Juan College, 1994-95

	Total	Summer 1994	Fall 1994	Spring 1995
High School	3	0	0	3
% total	3%			
Undergraduate	97	0	65	32
% total	97%			
TOTAL	100	0	65	35
% total			*65%*	*35%*

Plans for 1995-1996 Extended Learning Activities: San Juan College has recently created a new position, the Director of Distance Learning and Broadcast Services and anticipates expanding its course offerings through a variety of extended learning delivery modes. The campus continues to pursue options to add equipment to increase its connectivity and reception capacity.

Priorities for Utilizing Extended Learning Fund Monies in 1996-1997:

1. Establish a faculty training program on utilizing technology in instruction.
2. Purchase equipment to expand reception capacity.
3. Establish a broadcast studio to facilitate the development of a regional distance learning network between San Juan College and three local public schools (Aztec, Bloomfield, and Kirtland) via videoconferencing. Estimated cost for equipment and facilities remodeling only is $533,000.

Santa Fe Community College

As a young institution which has experienced steady growth with on-campus programs, Santa Fe Community College (SFCC) has been able to deliver off-campus instruction in only a limited fashion due to other pressures on facilities and resources. However, the College has moved forward on two fronts to prepare for the utilization of technology to support both on- and off-campus instruction. First SFCC has worked to establish a technological infrastructure to facilitate off-campus delivery that includes: the ability to distribute courses over local public access cable television channels, licenses for a block of ITFS channels and use of transmission facilities, and on-campus construction including a smart classroom and a hardwired distribution system with the flexibility to both originate and receive telecourses and teleconferences. Second, the External Programs instructional division was organized wherein a variety of technology-based delivery methods can be used.

1994-1995 Extended Learning Activities: The College's ventures into extended learning in academic year 1994-95 were the offering of three telecourses delivered via local cable television to the local Santa Fe area. These courses were supported by the state's higher education funding. Table 12C displays the costs to a student for instruction at Santa Fe Community College. Extended learning students paid approximately $24 per credit hour with an additional delivery fee of $15 to enroll in off-campus instruction opportunities. Textbook costs for these students were reported as approximately $45 per course. For 1994-95, all of Santa Fe Community College's extended learning instruction was in the area of general academic courses and was split evenly between each of the three semesters. Of those utilizing these educational services from the College, all student enrollments were at the undergraduate level. The following tables provide additional details by semester about the type of courses offered and the total student enrollments.

Table 12A Types of Extended Learning Courses Offered by Santa Fe Community College, 1994-95

	Total Courses	Summer 1994	Fall 1994	Spring 1995
General Academic	3	1	1	1
% total		33%	33%	33%

Table 12B Total Student Enrollments in Extended Learning Courses by Level at Santa Fe Community College, 1994-95

	Total	Summer 1994	Fall 1994	Spring 1995
Undergraduate	41	9	18	14
% total		22%	44%	34%

Table 12C Costs to a Student for Instruction at Santa Fe Community College, 1994-95

Tuition/Fees	
Resident In-District	$23/credit hour
Out-of-District	$29/credit hour
Non-Resident	$51/credit hour
Off-Campus	$24/credit
Additional Delivery fee	$15/course

Plans for 1995-1996 Extended Learning Activities: For 1995-96, Santa Fe Community College plans to offer, at a minimum, one telecourse per semester and to explore the possibility of expanding other extended learning courses and delivery system options. In addition, several formal collaborations and partnerships are being explored with local area public schools, area pueblos, and city and state agencies.

The College recently received two federal grants that focus on the use of technology to expand instructional opportunities. Under the U.S. Department of Education Title III grant, the institution will reach out to and retain underserved populations through approaches that include the provision of infrastructure and staff support for distance learning. A planning grant was also awarded to SFCC by the U.S. Department of Education to explore the use of technology to create community partnerships in areas related to education, as well as economic development.

Priorities for Utilizing Extended Learning Fund Monies in 1996-1997:

1. Purchase telecourse/teleconference equipment (estimated cost $83,800).
2. Production and transmission of telecourses (estimated cost for four courses is $16,000).
3. Production and transmission of 'desktop' teleconferencing (estimated cost for two courses is $13,000).
4. Purchase of equipment to improve student support services at remote sites (estimated cost is $17,600).

University of New Mexico

The University of New Mexico (UNM) has distributed televised courses since the mid-1980s and offers off-campus degree programs in Nursing and Engineering. A Bachelor's of Science in Nursing degree completion program began with a three-year federal grant in 1988 and has been successful attracting both Native American students and rural students from the four-corners states area. The Master's degree level Family Nurse Practitioner program has been available to Albuquerque graduate students for five years, but for the past two years has had an additional outreach effort to nurses in Silver City. In the Fall of 1993, the Electrical and Computer Engineering Department began offering courses via instructional television designed to assist an individual complete the requirements for a M.S. degree in Electrical Engineering over a three year period. For the past five years, through federal grants the UNM Health Sciences Center has incorporated distance education into the education of students in rural underserved New Mexican communities such as Artesia, Estancia, Farmington, Ft. Bayard, Las Vegas, Moriarty, Mountainair, Roswell, Shiprock, and Silver City. This program has also included students from other postsecondary institutions in New Mexico, such as San Juan College, Western NM University, Luna VTI, and NM Highlands University. Discussions continue with other colleges and universities in New Mexico.

UNM operates an on-base educational program at Kirtland AFB and provides instructional services throughout New Mexico, eastern Arizona, southern Colorado, and nationally. Engineering and related courses are delivered to corporations in Albuquerque, Los Alamos National Laboratory, Sandia National Laboratories, the NM State Highway

Department, the U.S. Department of Energy, and the WIPP site in Carlsbad. As a member of the Waste-management Education and Research Consortium (WERC), UNM provides telecourses aired both statewide and nationally. Also, UNM is a member of the National Technological University (NTU), a national university offering graduate programs in engineering and other technical areas, and provides courses in this collaborative effort.

UNM works closely with its Electronic Distance Education Network (EDEN) partners, New Mexico State University, New Mexico Institute of Mining & Technology, and Western New Mexico University, to develop and improve networks interconnecting these and other institutions for distance education. UNM also routinely provides interactive professional development videoconferencing services. The University's other collaborative efforts include partnership in the Hispanic Educational Telecommunications System, a project to interconnect a number of universities nationally with significant Hispanic student populations. UNM is working with the Northern New Mexico Network school districts' Systemic Initiative for Math and Science Education (SIMSE) math enrichment program for seventh and eighth graders, in partnership with the Albuquerque Academy. Also UNM was awarded a Systems Development Fund award from the NM Commission on Higher Education to collaborate with the High Plains Regional Education Cooperative group of school districts and the Council for Community Service Centers to provide courses and to test the development of a local site to receive distance education courses and training from postsecondary institutions.

1994-1995 Extended Learning Activities: During academic year 1994-95, UNM provides 215 courses to at least 58 off-campus sites, locally, statewide, regionally, and nationally. The many New Mexico locations are displayed in Table 2 on pages 8-9. Additional remote locations not included on Table 2 are:

Albuquerque metro area:	BDM, General Electric, Honeywell, Intel, Kirtland AFB, Phillips Laboratory, Phillips Semiconductor, and Sandia National Laboratories.
Arizona:	Chinle, Pinetop, and Tucson.
Colorado:	Alamosa, Cheyenne Wells, Fort Lyon, La Junta, Lamar, Springfield, and Trinidad.

Roughly two-thirds of UNM's extended learning offerings in 1994-95 were delivered utilizing technology while the remaining third were taught by instructors traveling to off-campus sites in Farmington, Gallup, or Kirtland AFB. Technological delivery was provided by UNM via ITFS, satellite, fiber optics, or videoconferencing modes. For 1994-95, 42 percent of UNM's extended learning instruction was reported in the academic area of engineering, followed by 24 percent in the education area. The largest proportion of this instruction (46%) was offered at the upper division undergraduate level, followed by 36 percent graduate level courses (see Table 3, page 13). Analysis of total student enrollments indicates that of those utilizing extended learning opportunities from UNM, 57 percent were at the undergraduate level, followed by 38 percent non-degree enrollments. Most of the available course offerings were fairly equally split between fall and spring semesters and student enrollments mirrored that pattern. The following tables provide additional details by semester about the type of courses offered and the total student enrollments.

Appendix A:
Extended Learning Activities in New Mexico
Alphabetical By Campus

Table 13A Types of Extended Learning Courses Offered by the University of New Mexico, 1994-95

	Total Courses		Summer 1994	Fall 1994	Spring 1995
Biology	2	1%	1	1	0
Business	4	2%	0	3	1
Education	52	24%	1	22	29
Engineering	90	42%	6	46	38
Fine Arts	4	2%	1	1	2
Foreign Languages	3	1%	1	0	2
Health Sciences	11	5%	1	4	6
Letters	14	7%	2	4	8
Mathematics	24	11%	0	11	13
Physical Sciences	2	1%	0	1	1
Social Sciences	9	4%	2	4	3
TOTAL	215		15	97	103
% total			*7%*	*45%*	*48%*

Table 13B Total Student Enrollments in Extended Learning Courses by Level at the University of New Mexico, 1994-95

	Total	Summer 1994	Fall 1994	Spring 1995
High School	57	0	0	57
% total	2%			
Undergraduate	1761	116	799	846
% total	*57%*			
Graduate	*93*	18	41	34
% total	*3%*			
Non-Degree	1175	100	484	591
% total	*38%*			
TOTAL	3086	234	1324	1528
% total		*8%*	*43%*	*49%*

Although complete information regarding revenue sources for extended learning instruction was not provided by the institution, it appears that the most of UNM's extended learning activities were supported by state funding. Known exceptions to this presumption include several College of Education courses funded solely by federal grants. Charges to students for course delivery of extended learning instruction were also reported as an additional revenue source used to support UNM's extended learning services.

Complete information was not provided by UNM regarding extended learning costs to a student, however the reported data indicates that the identifiable costs to a student vary widely. Tuition and fees ranged from $35 per credit hour to $92 per credit hour, and additional delivery fees were reported to vary from $0 to $350 per course. Extended learning students are also responsible for any necessary textbook purchases.

Plans for 1995-1996 Extended Learning Activities: Expansion is planned in UNM's distance education offerings during academic year 1995-96. Special Education is developing a new program to begin offering a Master's degree in Special Education specializing in assistive technologies. Courses for a joint Master's program in Public Health Administration are being initiated between UNM and New Mexico State University. Additional courses in new areas are planned for Spring Semester 1996 such as Astronomy, Art History, Management, Business, and Public Administration. UNM is proceeding to equip several of its branch campuses with digital video technologies. It is working with its EDEN partners to install digital compressed satellite downlinks statewide to facilitate more cost effective program delivery. Currently, a new satellite downlink is being installed in Truth or Consequences in collaboration with the community and the NM Veteran's Center to bring nursing courses to that area. The University is also considering several efforts involving the delivery of courses to out-of-state locations (i.e., via the Ibero-American Science and Technology Education Consortium).

Priorities for Utilizing Extended Learning Fund Monies in 1996-1997:

1. Expand delivery capacity in cooperation with EDEN partners
   a. Add a channel to the compressed digital satellite uplink,
   b. Expand reception sites and equipment, and
   c. Increase distance learning origination classrooms on the main campus.
2. Increase programmatic offerings at the upper division and graduate levels.

University of New Mexico at Los Alamos

Since 1991, the University of New Mexico at Los Alamos has offered courses in the Jemez Valley Public Schools. These courses were mainly GED preparation, elementary mathematics, English, computer technology, and business assistance.

1994-1995 Extended Learning Activities: During academic year 1994-95, UNM-Los Alamos offered one course in Scientific Methods to the Jemez Valley site during the Spring Semester 1995. This course had eight students enrolled. The course was completely supported by a grant from Los Alamos National Laboratory and no state funding support was involved in its delivery. In addition, no tuition nor additional delivery fees were charged to the students enrolled in this course. Thus the only cost to a student was approximately $50 for the textbook.

Plans for 1995-1996 Extended Learning Activities: Additional extended learning courses are planned for academic year 1995-96. UNM-Los Alamos is also exploring the expansion of off-campus courses with other area schools.

Priorities for Utilizing Extended Learning Fund Monies in 1996-1997:

1. Obtain replacement funding to continue to provide extended learning instruction (cost of one course estimated at $5,000 with no student tuition charged). This funding is necessary due to expected cutbacks in the U.S. Department of Energy's support of education assistance monies supplied by Los Alamos National Laboratory.

University of New Mexico- Taos Instructional Center

1994-1995 Extended Learning Activities: The University of New Mexico at Taos currently has no extended learning instructional activities which utilize technology to deliver educational programs to distant locations.

Plans for 1995-1996 Extended Learning Activities: UNM-Taos is in the process of installing a satellite receiver (downlink) and additional equipment needed to begin receiving extended learning courses.

Priorities for Utilizing Extended Learning Fund Monies in 1996-1997:

1. Expand and supplement existing curricular offerings at the lower division where there is a lack of qualified faculty and instructors.
2. Provide courses to outlying rural areas and high schools and facilitate instructional delivery through technological interconnections.
3. Collaborate with other postsecondary programs to receive upper division and graduate programs (e.g., the B.S. in Nursing).

University of New Mexico- Valencia

1994-1995 Extended Learning Activities: The University of New Mexico-Valencia began providing off-campus instruction to Moriarty during the Spring Semester 1995. This effort is the result of collaboration with the Moriarty School District. During academic year 1994-95, three courses were delivered by instructors traveling to teach on-site in the community. These extended learning opportunities were supported by the state through the higher education instructional funding formula. The cost to a student enrolled in one of these off-campus courses was the regular tuition/fee amount ($28/credit) plus an additional $20 delivery fee. This additional fee was necessary because the courses were delivered outside UNM-Valencia's designated service area. For 1994-95, one-third of UNM-Valencia's extended learning instruction was in the academic area of sciences and office occupations, with the remainder in the general academics area. All of the student enrollments were at the undergraduate level. The following tables provide additional details by semester about the type of courses offered and the total student enrollments.

Table 14A Types of Extended Learning Courses Offered by UNM-Valencia, 1994-95

	Total Courses		Summer 1994	Fall 1994	Spring 1995
Sciences/Office Occup.	1	33%	0	0	1
General Academic	2	67%	0	0	2
TOTAL	3		0	0	3
% total					*100%*

Table 14B Total Student Enrollments in Extended Learning Courses by Level at UNM-Valencia, 1994-95

	Total	Summer 1994	Fall 1994	Spring 1995
Undergraduate	70	0	0	70

Plans for 1995-1996 Extended Learning Activities: During 1995-96, UNM-Valencia is formulating articulation agreements and concurrent enrollment plans with the Los Lunas and Belen school districts. These efforts are primarily addressed through Tech-Prep and 2+2 programs.

Priorities for Utilizing Extended Learning Fund Monies in 1996-1997:

1. Expand educational services (e.g., to Socorro).
2. Hire additional personnel such as an on-campus distance learning coordinator and site facilitator.

Western New Mexico University

Western New Mexico University (WNMU) provides extended learning opportunities at three off-campus centers: the Truth or Consequences Education Center, the Deming-Mimbres Education Center, and the Gallup Graduate Center. The Gallup center offers full Master's degree programs in Educational Administration, Special Education, and Counseling. The other two education centers provide lower division educational services. The Deming-Mimbres center also offers bilingual education via instructional television. The Truth or Consequences center offers a program allowing LPNs to complete an Associate's degree in Nursing. Western New Mexico University also offers academic credit for approved teacher in-service training offered by various school districts.

These educational services are the result of collaborative efforts with the local communities. The Gallup Graduate Center uses classrooms provided by the Gallup-McKinley School District and has delivered needed educational services to many of their professionals. Thus there is strong community support from the school district as well as the Bureau of Indian Affairs. Deming Public Schools provide office space and classrooms for WNMU courses. Truth or Consequences Public Schools also provide classrooms at a nominal cost to WNMU. A collaborative relationship with the NM Park Service has resulted in WNMU providing life skills courses for the Youth Corps Program.

1994-1995 Extended Learning Activities: During 1994-95, WNMU taught 108 extended learning courses in five communities: Bayard, Deming, Gallup, Loving, and Truth or Consequences. With the exception of five courses delivered to Deming, all of this instruction involved a faculty member teaching on-site. New two-way videoconferencing units were used to provide five education courses to Deming during Spring Semester 1995. For 1994-95, over half of WNMU's extended learning instruction was in the area of education, with social science courses following with nearly thirty percent of the offerings. Most of this instruction was provided at the graduate level (52%) (see Table 3, page 13). While extended learning offerings at WNMU were available year-round, the greatest availability was during Spring Semester 1995. Analysis of total student enrollments indicates that of those utilizing extended learning at WNMU, over half were at the graduate level. The following tables provide additional details by semester about the type of courses and the total student enrollments.

Table 15A Types of Extended Learning Courses Offered by Western NM University, 1994-95

	Total Courses		Summer 1994	Fall 1994	Spring 1995
Education	57	53%	15	14	28
Fine Arts	2	2%	0	1	1
Foreign Languages	11	10%	2	4	5
Health Sciences	1	1%	0	0	1
Letters	1	1%	0	0	1
Mathematics	5	4%	0	3	2
Social Sciences	31	29%	6	9	16
TOTAL	108		23	31	54
% total			*21%*	*29%*	*50%*

Table 15B Total Student Enrollments in Extended Learning Courses by Level, Western NM University, 1994-95

	Total	Summer 1994	Fall 1994	Spring 1995
Undergraduate	543	30	190	323
% total	42%			
Graduate	755	208	221	326
% total	*58%*			
TOTAL	1298	238	411	649
% total		*18%*	*32%*	*50%*

WNMU relates that the state supports these activities through instructional formula funding, usually via the extended services formula. The cost to a student taking an off-campus course is dependent on the level of instruction and the location of the remote site (see Table 15C). Students at Truth or Consequences and Gallup pay more than 30 percent more to receive extended learning instruction. Off-campus students paid no additional delivery fee for extended learning instruction and textbook costs were reported to range from $-0- to $64 per course.

Table 15C Range of Costs to a Student for Instruction at Western NM University, 1994-95

Tuition/Fees (Resident)	**On-Campus**	**Bayard/Deming/Loving**	**Gallup/T or C**
Undergraduate	$47/credit hour	$47/credit hour	$70/credit hour
Graduate	$52/credit hour	$52/credit hour	$70/credit hour
Additional Delivery Fee		$ -0-	$ -0-

Plans for 1995-1996 Extended Learning Activities: Western New Mexico University's plans for 1995-96 revolve around the expansion of courses, particularly at the upper division and graduate level. These efforts are planned at the three education centers (Gallup, Deming, and Truth or Consequences). WNMU also has plans to equip Truth or Consequences and Gallup with instructional television capability. There are also plans to provide ITV teaching techniques to assist faculty more effectively use technology to deliver instruction.

Appendix A:
Extended Learning Activities in New Mexico
Alphabetical By Campus

Priorities for Utilizing Extended Learning Fund Monies in 1996-1997:

1. Expand services to provide more comprehensive student services and library support.
2. Purchase equipment for the remote reception sites. To expand existing connections and develop ITV programs between WNMU and its Deming and Gallup educational centers via satellite and videoconferencing (including 3.5 FTE) is estimated to cost $410,720.
3. Provide faculty training on utilizing technology in instruction.
4. Increase positions at Deming and Truth or Consequences to full-time.

The Western Joint Purchasing Initiative (JPI)

The Western Joint Purchasing Initiative (JPI) was established by the Western Interstate Commission for Higher Education (WICHE) in October 1994 to utilize group buying power to reduce the costs of telecommunications products and services used by higher education and other educational and governmental organizations in the West. The Commission on Higher Education initiated New Mexico's participation in the JPI by paying the required membership fee in 1994.

The JPI is a cooperative endeavor currently comprised of ten western states (Alaska, Arizona, California, Hawaii, Montana, Nevada, New Mexico, North Dakota, Utah, and Washington). Each member state designated a representative to serve on a team to implement this initiative. The New Mexico Commission on Higher Education has been pleased to perform this role, in extensive consultation with other appropriate educational institutions and state agencies.

In addition to making products and services of proven quality and potential cost savings available for joint purchases from selected vendors, JPI hopes to facilitate timely and cost effective purchase decisions by education institutions at all levels, as well as by other governmental organizations in the JPI member states. A related goal of this effort is to facilitate greater compatibility among educational telecommunications users in the West. Other WICHE states that might join JPI at any time in the future are Colorado, Idaho, Oregon, South Dakota, and Wyoming.

In August 1995, a competitive bidding process was completed by JPI to determine suppliers for two initial telecommunications products and Master Agreements were awarded by WICHE for routers and codecs and related services. The use of these Master Agreements is now available within the JPI member states. Currently, an RFP is being circulated for Dial-up Internet Access services. One of the major benefits of these purchasing instruments is that they are purely voluntary - they are intended as an additional opportunity for improving purchasing options in an arena with a maze of project components and associated technical options. As state and organizational purchasing regulations and policies permit, eligible purchasers within the participating nine states have been defined by the JPI to include:

- Colleges and universities, including medical centers and hospitals,
- Community and junior colleges,
- K - 12 schools, and
- Other state government organizations.

Appendix B:
Extended Learning Initiative
Regional Efforts

The Western Brokering Project

Through a recent initiative by the Western Interstate Commission on Higher Education (WICHE), New Mexico residents have access to six new degree programs offered via telecommunications technology from other colleges and universities in the western United States. This regional approach is a forward-looking, collaborative effort which increases the access of New Mexicans to higher education services by using technology to deliver education, rather than requiring individuals to relocate in order to attend classes on campus. The six programs are:

- ***Associate of Applied Science degree in Health Information Management***
  University of Alaska-Southeast (Sitka)

This program prepares students for national certification and for entry-level positions as health information technicians and managers. The degree requires 60 semester credit hours and some general education requirements may be taken locally.

- ***Certificate in Emergency Medical Services (EMS) Administration***
  California State University-Chico

These courses will interest health service administration students needing additional education in EMS issues and EMS personnel desiring to advance their careers. The certificate requires eight classes and some classesmay be taken locally.

- ***Certificate/Associate's degree in Library Information Systems Technology***
  Front Range Community College (Westminster, Colorado)

This program assists current and prospective entry-level employees of libraries and information research organizations in upgrading their skills in the use of information technologies. Both a certificate and associate's degree option are available.

- ***Certificate/Masters of Science degree in Hazardous Waste Management***
  National Technological University (Colorado)

This program serves engineers or scientists wishing to pursue corporate or government careers in managing hazardous waste. The certificate program requires four courses with a minimum of ten credit hours. The masters degree requires 33 credit hours.

- ***Certificate in Land Surveying***
  University of Wyoming

Entry-level surveyors, engineers, contractors, and other professionals needing education in surveying techniques are the focus of this program. Some courses may be taken at local campuses and transferred into the program. The certificate requires 30 semester hours.

- ***Masters of Science degree in Space Studies***
  University of North Dakota

Space studies is a multi disciplinary program that provides a broad framework for students preparing for space-related careers, unlike the engineering emphasis of other space-related degrees. The masters degree requires the completion of 32 credit hours, including 2 one-week summer sessions in North Dakota.

Appendix C
Extended Learning Costs of Instruction:
Institutional Examples

Clovis Community College - 1994-95

School Relations Coordinator (.5 FTE)	$11,875.00
Benefits	$2,969.00
Operating Expense	$5,125.00
Television Services Coordinator (.5 FTE)	$9,845.00
Benefits	$2,461.00
Operating Expense	$4,392.00
ITV Stipend Paid to Faculty ($150 x 33)	$4,950.00
Extra Credit Hour (concurrent students)	$4,392.00
Incremental * Cost of ITV Delivery	$46,017.00
Less Distance Learning Student Fees	-$4,488.00
Net Incremental Cost of ITV Delivery	**$41,529.00**

* In 1994-95, Clovis Community College reported to the CHE extended learning production of 1,122 student credit hours, or 74.7 FTE. Actual incremental costs are costs attributable solely to ITV delivery.

Eastern New Mexico University - Summer 1994/AcademicYear 1994-95

Supplies		$15,074.49
Travel/per diem		$22,759.59
Phone/Fax		$1,794.81
Duplication/Advertising		$2,395.87
ITV Facilitators		$9,830.03
CAFB Night Monitor		$174.70
ITV Production		$74,794.40
Engineer/Tech Repair		$47,000.00
Equipment Maintenance		$30,932.30
Faculty Salaries		$117,139.00
On-Site Clerical		$6,167.00
Library Services		$9,890.00
Administrative/Clerical		$125,782.00
ITV Site Computers		$11,900.00
Shipping Books/Materials		$800.00
Percentage of Salary		$354,102.31
Tape Recording		$4,448.28
	TOTAL	**$834,984.78**

Appendix C
Extended Learning Costs of Instruction:
Institutional Examples

Eastern New Mexico University at Roswell - Summer 1994/Academic Year 1994-95

	Summer	Fall	Spring	TOTALS
Faculty Salaries	$6,260.00	$24,144.25	$25,255.25	**$55,659.50**
Site Coordinator Salary	$303.00	$1,969.00	$2,046.00	**$4,318.00**
Site Rentals	$285.75	$2,024.31	$2,040.03	**$4,350.09**
Travel	$116.00	$139.20	$139.20	**$394.40**
TOTALS	**$6,964.75**	**$28,276.76**	**$29,480.48**	**$64,721.99**

New Mexico Institute of Mining and Technology - Typical per/unit costs

Faculty Salaries and Additional Stipends (per course)	$1,000.00
Faculty/Staff Travel Costs (per course)	$150.00
Transmission Costs (per hour)	$50.00
Telephone Charge (per hour)	$12.00
Remote Site Facilitator	n/a
Remote Site Costs	-0-
Other Costs	
Course Materials Shipping (per semester)	$400.00
Copying	$50-$100.00

New Mexico Junior College - Typical per/unit costs

Faculty Salaries and Additional Stipends (per course)	$175.00
Administrative Salaries (ITV Coordinator salary divided among	$22,660.00
Faculty/Staff Travel Costs (if site is more than 15 miles from home)	actual mileage round-trip
Transmission Costs (per calendar year, per consortium member)	$3,472.66
Remote Site Facilitator(per hour)	$8.33
Remote Site Costs	n/a
Other Costs	
Student Courier	workstudy rate
Faxing	each site pays

Appendix C
Extended Learning Costs of Instruction:
Institutional Examples

New Mexico State University at Alamogordo - Summer 1994/Academic Year 1994/95

Faculty Differential Pay	
regular faculty (per credit hour)	$170.00
part-time, temporary (per credit hour)	$70.00
regular faculty teaching at Alamogordo Public Schools on weekends	$100.00

Santa Fe Community College - Typical per/unit costs

Faculty Salaries and Additional Stipends (per course)	$445.00
Administrative Salaries (5%ea. Of External Programs and	$4,000.00
Faculty/Staff Travel Costs	n/a
Transmission Costs (delivery method is public access cable TV)	0
Remote Site Facilitator Compensation	n/a
Remote Site Costs	n/a
Other Costs	
Video Tape Stock (26 tapes at $6.00 ea.)	$186.00
Audio/Visual Fees for Prerecorded Class Materials	$650.00
Editing Technician to assemble one course ($5.00 / hr.)	$400.00

Western New Mexico University - FY 1994-95

Administrative Salaries	$50,771.00
Faculty Salaries	$123,020.00
Clerical Salaries	$36,767.00
Duplication	$4,994.00
Postage	$2,012.00
Telephone	$9,195.00
Supplies (office supplies, instructional materials)	$21,581.00
Rent	$10,200.00
Equipment	$109,199.00
Transmission Costs	$6,840.00
US West and MCI Transmission Costs	$16,743.00
TOTAL	**$405,513.00**

Office of Distance Education
New Mexico State University
Box 30001, Dept. 3WEC
Las Cruces, NM 88003-8001
505/646-5837///FAX 646-6166

March 1, 1996

Ms. Liz Jenkins
Sr. Research/Policy Analyst
Commission on Higher Education
1068 Cerrillos Road
Santa Fe, NM 87501-4295

Dear Liz:

While reviewing your draft report on "The Status of New Mexico's Statewide Extended Learning Initiatives," I discovered that several extended learning activities at NMSU had not been included.

Please add the following items to your report:

- Two graduate nursing courses that were delivered to UNM from NMSU by television.
- The Dona Ana Branch Community College taught 198 extended learning courses at five off-campus sites. NMSU-DABCC had not reported these courses because they had not understood the broad definition that CHE was using for extended learning courses. The site of the instruction and the number of courses at each site was 103 courses at White Sands Residence Center, 82 at the Gadsden Education Center, eight at the Southern New Mexico Correction Facility, four at Onate High School and one at Hatch High School. All courses were taught by on-site instructors.

I have also included more information on student costs and several other details on extended learning activities at NMSU.

Please call me at 646-5837 if you have any questions regarding these changes.

Sincerely,

Lynford L. Ames
Director

cc: Vice President Conroy
Vice President Franco
Dean Higbie

Additions and Corrections for NMSU to the Draft of
"The Status of New Mexico Statewide Extended Learning Initiative" **Appendix D**

Page 4 - Change to Table 1

Addition of NMSU-Dona Ana Branch Community College

Institution	Courses	Via Technology	Via On-site Instruction
NMSU-Dona Ana	198	0	198

Add two graduate nursing courses taught by television

Institution	Courses	Via Technology	Via On-site Instruction
NMSU	"59"	"29"	"30"

Page 11 - Changes to Table 3 (Nursing Courses)

Under NM State University / Graduate - line

Health Science column add a "2" and change the total to "53"

Page 34 - College name change from Human and Community Services to Health and Social Services

Include the sentence in first paragraph under New Mexico State University

- NMSU is an active member of the Electronic Distance Education Network (EDEN) along with UNM, NM Tech and WNMU.

Page 35 - Addition to Table 8.A

Add "2" graduate nursing courses

Add a line for Health Science with two total courses and two for spring 1995; then change the total line to "59" for total courses and "27" for spring 1995.

Page 35 and 36

The costs for undergraduates enrolled in extended learning courses was $82.50/credit which was the same tuition rate as for on-campus students and for the off-campus graduate courses it was $100/credit for students in the College of Education and $115/credit for those in other colleges.

Appendix D

ADDENDUM

THE STATUS OF NEW MEXICO'S STATEWIDE EXTENDED LEARNING INITIATIVE

SUBMITTED BY

LUNA VOCATIONAL TECHNICAL INSTITUTE A COMMUNITY COLLEGE

In addition to the Health Sciences course Luna Vocational Technical Institute (LVTI) transmitted to Santa Rosa, the following courses were instructed on-site (Fall 1994 and Spring 1995) in Santa Rosa, Springer and Mora:

Business Studies	General Academic	Early Childhood	Health Sciences	Developmental Studies	Trades/ Technologies
32	23	03	03	10	62

Total Enrollment = 1245

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Appendix E:
Public Higher Education
Extended Learning Contacts in New Mexico

Albuquerque TVI
Mr. Chuck Baldonado
Assoc. Dean, Library
525 Buena Vista SE
Albuquerque, NM 87106
505-224-3290
chuck@tvi.cc.nm.us

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Clovis Community College
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Karen Beezhold, Programmer
Genniver Bell, Private School Administrator
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Sandra Escárcida, Project SUCCESS Director
Catherine Gallegos, Associate Director, Administration
Amy Henne, Program Manager for Outreach
Miguel Hidalgo, Capital Projects Director
Elizabeth Jenkins, Senior Research and Policy Analyst
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Kim Ledet, Administrative Secretary
Kathleen Mangini, Administrator III
Lillian Montoya-Rael, Associate Director, Financial Aid and Student Services
Monica Medrano, Administrator
Curtis Porter, Deputy Director, Fiscal Analysis
Bill Simpson, Deputy Director, Educational Programs
Patricia Sisneros, Administrative Secretary
Laurie Wilder, Information Systems Administrator
Kenneth D. Williams, Program Manager for Financial Aid

Commission Meetings

January 12, 1996 (Teleconference)
March 28-29, 1996 (Socorro)
June 13-14, 1996 (Albuquerque)
July 18-19, 1996 (Retreat)
August 15-16, 1996 (Farmington)
October 10-11, 1996 (Santa Fe)
November 14-15, 1996 (Santa Fe)